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ABSTRACT

The status of the use and instruction of English in Malaysia, where it is a commonly-used second language, is described. The following topics are discussed: (1) the general status and role of English in Malaysian society in recent years; (2) English within the educational system (preschool, elementary, secondary, higher, adult, military, prison, commercial, professional associations, and preservice and inservice teacher education); (3) the production and supply of English teachers; (4) the variety and availability of instructional materials in schools, teachers' colleges, other higher education institutions, public libraries, and bookstores; (5) the administration of English language-related education and testing; (6) the development and planning of English instruction; (7) English outside the educational system; (8) support for English instruction from Great Britain, the United States, Australia, New Zealand, and Canada; (9) commercial opportunities for support; and (10) current research. (MSE)

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ENGLISH TEACHING PROFILE

Country: MALAYSIA

Date: November 1983

1. ROLE AND STATUS OF ENGLISH

(Because this Profile contains an unusually large number of acronyms a glossary of them is provided at the back.)

INTRODUCTORY NOTE

The position of English in Malaysia is unusually heavily influenced by the political and ethnic nature of the country. Malaysia has a multi-racial society in which the Malays are the dominant group, the standard form of whose language, Bahasa Malaysia (BM) is the national language.

In 1980 (the last census figures published) the total population was 13,745,200, of whom 11,426,600 lived in Peninsular Malaysia, 6,315,600 (55%) of these being Malays, 3,865,400 (34%) Chinese and 1,171,000 (10%) Indians. East Malaysia (Sabah, Sarawak), with a number of other ethnic groups, is separated from the Peninsula by up to 1,000 miles of ocean and for historical, geographical and demographic reasons differs considerably from the rest of the country. Sabah adopted the 1969 centrally-prepared curriculum at the same time as the peninsular states; hence, like them, its sole medium of education is BM. Sarawak is changing its medium more slowly: English will remain in use, though decreasingly, for another six or seven years. (Separate ELT Profiles exist for Sabah and Sarawak and should be consulted for further details. For fuller background information, the Education Profiles of Malaysia, Sabah and Sarawak should be consulted.)

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1. ROLE AND STATUS OF ENGLISH

English in Malaysia today is officially described as "an effective second language", a position reflected in the fact that it is taught from the first year of primary school. The reason for this status is largely historical; English was the medium of instruction in many schools and most tertiary institutions until relatively recently. Hence large numbers of Malaysians over the age of twenty have had the major part of their education in this language and use it almost as well as they use Bahasa Malaysia: many non-Malays are, indeed, far more at home in English.

In addition, there has long been a tradition of going overseas for university (and even secondary) education. It was conservatively estimated that, in 1980, 48,000 Malaysians were studying abroad (compared with 38,000 in local tertiary institutions), of whom the great majority were in English-speaking countries. (Estimated numbers: UK 16,000; USA 7,500; Canada 8,000; India 7,000; Australia 5,000; New Zealand 1,800.) Malaysians have thus come to expect and take a pride in very high standards of English locally.

Over the last decade, however, there have been two major changes in the educational system. First, the main thrust of the government's language policy has been the replacing of English by the national language, Bahasa Malaysia, throughout the public sector (including the education system) and, as far as practicable, in the private sector. The position of BM is securely established; virtually all official transactions are now conducted in it. Public signs, announcements, documents, etc, must be predominantly in BM, if appropriate, together with other languages (English, Chinese, Tamil and so on). All secondary and most tertiary level education is now in the medium of BM. Most Malaysians under the age of twenty have had all their post-primary education through the medium of BM.

The other major change has been the very rapid expansion of educational provision. In 1982 there were 987,684 students in government secondary schools, compared with 468,104 in 1970 and 81,042 in 1957.

All this has inevitably affected, not simply the official position of English, but the amount and quality of English used. The New Economic Policy, launched in 1970 with the express intention of redressing the balance of economic power in favour of the ethnic Malays (bumiputras), has brought large numbers of them into all public sector and many private sector organizations, so that the temptation to continue using English is much reduced. Nevertheless, the circumstances of history ensure that English is still widely encountered and understood. It is the major language of the law and considered by many likely to remain so, although there is increasing pressure for the use of BM in the courts and 90% of cases in the lower courts are now in BM: the rapidity with which its use is spreading has caused some surprise. English is widely used in banking, insurance and business (not only with foreign clients) and it remains an important study language, given the difficulty of translating enough reference material into BM. (It has been estimated that 2,000 tertiary level titles are required, of which only about 200 are expected to be available in BM by 1985.) It remains the major language used in international contacts, and is also the working language of ASEAN (Association of South East Asian Nations) of which Malaysia is a prominent member.

Although great efforts are being made to increase the range of books published in BM, a high proportion of the reading material available is in English. Many English language newspapers and magazines continue to be published here (and in some cases are said to be increasing their circulation). Magazines and books published overseas are widely available. The habit of reading

during leisure hours is largely confined to the urban middle class; much of what they read is in English, if only because the widest range of material is available in that language.

Other media continue to offer English programmes. About 10% of radio programmes and 50% of TV programmes are in English; the latter are mainly of US, UK or Australian origin with subtitles (although dubbing is increasing). There are usually several English language films (all imported) on show in Kuala Lumpur (subtitled); they also appear frequently in major towns and occasionally in smaller ones. Hindi films are often subtitled in English as well as in BM, and so are a few Chinese films.

Because of the long association with English, and the important role it has played here in the past, a small but significant number of Malaysian families use that language as the preferred medium of communication among themselves. This phenomenon is found principally in Kuala Lumpur and the other major cities, chiefly but not only among those of Eurasian, Indian or Chinese origin. Hence the picture is complicated by the existence of young Malaysians who can claim English as their mother tongue. In addition, many urban middle class families, recognising the economic advantage of a good command of English, take pains to see that their children achieve this, either by sometimes speaking the language at home or by arranging private tuition or by sending the children to schools overseas. There is thus considerable pressure to maintain a high standard of English in Malaysia, and there continues to be a supply of young people fluent in the language.

However, this facility is largely confined to those who had their education in English, and to the urban middle class. For the majority of young Malaysians, English is no longer a second language in the sense commonly understood among applied linguists. It is the language officially considered second in importance to BM, and it is seen by senior politicians and administrators as a vital link with the rest of the world. But for the school child in Kedah or Kelantan, its relevance appears minimal; his exposure to it is confined to the classroom (he seems able to ignore its presence on television) and it is, in effect, a foreign language to him. In most circumstances, therefore, teaching English in Malaysia is teaching English as a foreign language (EFL), not English as a second language (ESL). It is important to remember this in view of official insistence on its status as "a strong second language".

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Pre-school education

Pre-primary education is largely in private hands in the urban centres, and many urban kindergartens use English as their medium. This is not true of the kindergartens run by the National Unity Board and by the Community Development Department, however. A common syllabus for all kindergartens is under preparation and when it is issued (probably in 1983) its use will be mandatory.

Primary education

Primary education is free, but not compulsory. In Peninsular Malaysia there were, in 1982, 2,781 BM medium primary schools, and also 984 Chinese- and 575 Tamil-medium schools. All follow a common syllabus. Over 90% of the age

group go to school where there is automatic promotion from one class to the next, irrespective of performance, right up to Form III of the secondary school. The huge expansion of education since independence (primary enrolment was 789,300 in 1956 and 1,701,994 in 1982) has necessitated the use of most school buildings for two separate sessions every day, each with its own teaching staff and students. Even so classes are usually large, especially in urban schools. (Up to fifty in a class is quite common.)

Children entering primary school at the age of six learn English from Standard 1 (Standard 3 in Chinese or Tamil schools). Their syllabus is prepared by the Curriculum Development Centre of the Ministry of Education (CDC) and is uniform throughout Malaysia. The present syllabus (now being phased out: see below) has been in use since 1969-70, from which date English progressively ceased to be the medium of instruction. It is structurally organized, includes vocabulary lists and is supported by three comprehensive handbooks of suggested teaching approaches. Only one textbook series, New Primary English (published by the government publishing house, Dewan Bahasa dan Pustaka) is approved for National (= Malay-medium) schools. Chinese- and Tamil-medium schools may choose others, subject to approval.

Under the current syllabus there is a minimum 240 minutes (maximum 300 minutes) for English each week in every class, except in the Chinese and Tamil schools: in these, there are 120 minutes in Standard 3, 160 in Standard 4 and 200 in Standards 5 and 6. Given a school year of about thirty effective teaching weeks, therefore, during the six-year course National School pupils will get a minimum of about 720 hours of English, while Chinese and Tamil school pupils will have about 340 hours. In order to improve not only their English, but principally their BM, students from Chinese and Tamil schools have to spend a year in a remove class before entering Form I of the secondary school. There, they have 200 minutes a week of English (a further 100 hours in all).

Where the parents of fifteen or more pupils request it, the 1961 Education Act obliges schools to provide 120 minutes a week of instruction in the pupils' own language (POL). These POL classes are normally confined to Chinese and Tamil, though there has been some suggestion that other minority languages (eg Kadazan, Iban) would qualify for similar treatment. However, the lack of suitable teachers often makes the policy difficult to implement.

A public examination, the Standard 5 Assessment Test, is administered during the primary phase of education. It measures achievement in specific subjects (including English) and is in practice, though not in intention, also used to select students for the elite secondary schools, particularly the special residential schools for bumiputra students.

In 1982, a new primary syllabus began to be piloted. It is being introduced in all schools from 1983, beginning in Standard 1 and developing upwards annually. Under this KBSR (Kurikulum Baru Sekolah Rendah = New Primary School Curriculum) the emphasis is on the three Rs and the teaching of English begins in the second term of the first year. By this time it is hoped that the child will have acquired the rudiments of reading and writing and will also (if non-Malay) be well on the way to acquiring a command of BM.

The new English syllabus is functional, aiming to "equip pupils with the ability to communicate accurately and effectively both orally and in writing, in the teaching-learning activities", at various levels of complexity according to their proficiency. In its initial stages, the emphasis is on enjoyable and informal activity (songs, games, etc), and the written form of the language will not be taught seriously until Standard 2. There is no text-book, but a teacher's guide and a resource book are provided and teachers are

required to make use of a specific range of materials supplied by the CDC and supplemented by others made by themselves.

Secondary education

All children who wish may enter secondary school and about 83% of the age group do so. There is automatic promotion from one form to another up to Form III. Selection operates only for entry into the upper secondary level at Form IV, although performance in English carries little weight; about 39% of the age group are enrolled at this level, and about 4.4% continue into Form VI.

At present, two very different kinds of English syllabus are in use, one in the lower and one in the upper secondary level.

At the **lower secondary level** English lessons occupy a minimum of 240 minutes per week (Forms I-III), at the upper secondary 200 minutes (Forms IV and V). In addition there is usually an English club or English programme, and some schools set aside one day a week or one week a term as a special English language day/week. Classes may be streamed, but not generally on the basis of English unless the school is participating in the English Language Reading Programme which divides classes into sets for English.

In Forms I-III there is a structural syllabus, following on from the primary one. It is intended that, by the end of Form III, the pupil will have a good command of all the important structures of the language, a vocabulary of 1500-2000 words and the ability to read the language intelligently. This syllabus is now under review and will be revised to bring it into line with the new primary syllabus. A pilot study is being carried out in rural schools.

A great deal of testing goes on and teachers are expected to conduct at least two monthly English tests per term. In addition there are mid-year and end of year examinations. At the end of Form III, pupils take the SRP (Sijil Rendah Pelajaran = Lower Certificate of Education), on the basis of which they are selected for entry to Form IV. English is a compulsory subject in this examination. There are two papers: Paper I (70% marks): multiple choice questions, testing grammar and usage (with special stress on verb forms) and reading comprehension; and Paper II (30% marks): testing writing skills. An oral test (which carried no marks) was abolished after 1982. A pass in English is not required for the issue of a certificate, nor for entry into Form IV.

At the **upper secondary level** the syllabus for Forms IV and V is known as The Communicational Syllabus and has been in use since 1976. Its aims are to enable students to make use of the language they have learnt in order to communicate effectively in internationally intelligible spoken English and in writing, and to understand instructional and recreational reading material in English. The assumption is that the student by now has a reasonable command of the language code, and no explicit instruction in it is included.

This syllabus (one of the first of its kind in the world) attempts to be relevant to the needs of school leavers, including those who wish to study further, but is aimed particularly at the 90% who will move directly on to the job market. It organizes work into sixteen areas of language activity, ranging from the "relaying of information to others" through "business and formal correspondence" to "speeches.....appropriate for social occasions".

Within each area many situations are outlined, and on each is based a task with a written or spoken outcome. There are suggestions for lesson plans and

a large resource kit is available from the CDC, containing audiotapes, task cards and a teacher's handbook.

The **Communicational Syllabus** prepares students to take, at the end of Form V, the English (Syllabus 122) examination in the SPM (Sijil Pelajaran Malaysia = Malaysian Certificate of Education). English is a compulsory subject. There are two written papers:

Paper I (25% marks) contains objective items testing comprehension, grammar and ability to identify language functions.

Paper II (65% marks) includes text completion exercises (eg cloze), ability to produce language appropriate to a specified function (in context) and continuous writing (three short compositions).

The oral test (10% marks) includes conversation, performance of contextualized functional tasks, questions relating to a visual and reading aloud.

A pass is SPM English is not necessary for the award of a certificate, nor for entry into most tertiary level courses, although the exams must be taken.

Until 1979 the University of Cambridge Local Examinations Syndicate (UCLES) was responsible for setting and marking the English-medium Malaysian Certificate of Education (MCE) examinations and it is still possible for students to sit a Cambridge-set English language examination (in addition to but not instead of the Malaysian one), on payment of an additional examination fee of $57.75 to UCLES itself. This examination (English Language 1120, known locally as Syllabus 121), is often taken by students who wish to study overseas, since a credit in it is considered the equivalent of a GCE 'O' level pass. The Malaysian examination, Syllabus 122, is not normally accepted by overseas universities as sufficient evidence of the candidate's English language performance. The number of candidates for Syllabus 121 has dropped significantly, from 50,000 in 1981 to 20,000 in 1982, probably largely as a result of the rise in Britain university fees.

There is a similar examination for vocational schools, the SPVM (Sijil Pelajaran Vokesyenal Malaysia: Paper 03). This is also based on the Communicational Syllabus but only eleven of the 'areas' are studied in the two periods of English a week allocated in these schools. It is left to the teacher to include a technical bias in the interpretation of the syllabus. The examination does not require this. In commercial classes, a further paper - 19/7, Commercial English - is offered. Students have two periods of general English and two of commercial English. This paper counts as an extra subject in the SPVM.

For job purposes, the SPVM is accepted as the equivalent of the SPM, but it is academically at a lower level and not accepted as an entrance qualification by Malaysian universities. There are about 1000 candidates annually.

English literature may be offered as an examination subject at SPM level, but the papers are still set and marked by UCLES rather than (as all other papers now are) locally. Few schools now offer this option and the number of candidates has fallen from about 9000 in 1970 to about 3000 in 1982.

English in the Sixth Form: In the Sixth Form there is no English language syllabus; most schools do not teach the subject, though in a few cases a couple of periods are included. Some students offer English Literature for the STP (Sijil Tinggi Persekolahan = Higher School Certificate), but the numbers are small (588 in 1980 excluding East Malaysia). The examination is

still set and marked by UCLES and there is no immediate intention of changing this arrangement.

The Special Residential Schools

In addition to the normal day schools there are residential schools intended principally to serve the needs of bright bumiputra children, especially those from disadvantaged rural backgrounds. These are operated by the Ministry of Education (the twenty-five Special Residential Schools) and by MARA (the seven MARA Junior Science Colleges). The emphasis is on science subjects, but special attention is also given to English and good results are achieved. A high proportion of the students is sent overseas for university education. Competition to enter is fierce (in 1982 there were 30,000 applicants for 1,500 places in the MARA Colleges alone). The success of these schools has led to plans to increase their number as soon as the economic situation permits.

Tertiary education

About 1.6% of the age group enter university level institutions. There are five universities and four important colleges as follows:

Universiti Malaya (UM): founded in 1959 as a university college; 9,310 students (1981). A wide range of faculties including an established language centre and the only true English Department.

Universiti Sains Malaysia (USM): the Science University, founded in 1969; 4,387 students (1981). A wide range of faculties (not confined to science) and a flourishing off-campus programme for external degree students.

Universiti Kebangsaan Malaysia (UKM): the National University, founded in 1970; 7,514 students (1981), mainly Malay. Developing a wide range of courses.

Universiti Pertanian Malaysia (UPM): the Agriculture University, founded in 1971 on the basis of a former agricultural college of long standing; 4,136 students (1981). Now developing its Faculty of Education and other non-agricultural faculties.

Universiti Teknologi Malaysia (UTM): the Technological University, founded in 1972 on the basis of a former technical college (founded 1925); 4,862 students (1981). Offers all branches of engineering, architecture, surveying, science, humanities. Students are predominantly Malay.

USM is in Penang; the others are in Kuala Lumpur although UTM will move to a new campus in Johor Bahru within the next few years.

Institiut Teknologi MARA (ITM): the MARA Institute of Technology, founded in 1956. About 17,000 students, virtually all Malay, in its various campuses the main one being at Shah Alam (not far from Kuala Lumpur); 11,108 students (1981). There are fourteen schools (faculties) offering a wide range of professional and technical training, and a large language centre.

Tunku Abdul Rahman College (TARC): founded 1969. About 6,500 students. A private college (in Kuala Lumpur) catering mainly for Chinese students. Offers professional and sub-professional (VIth Form) courses in arts, science, business, technology, and prepares students for external London degrees.

Ungku Omar Polytechnic (Ipoh): founded 1969; 2,714 students (1981).

Kuantan Polytechnic: founded 1976; 718 students in 1981.

English is considered an essential study tool for most tertiary level courses, but institutions find that many students lack the necessary command of the language. All therefore provide English language tuition of various kinds and in most cases attendance and/or attainment of a specified level is compulsory. In most institutions there is a language centre or language unit with responsibility for the teaching of all language across the faculties. Most institutions prepare their own materials for this purpose. These may be wholly original or compilations from published sources, or a mixture. Institutions are autonomous as far as curriculum and syllabus are concerned, except that approval for new courses has to be obtained from the Ministry of Education.

The University of Malaya Language Centre has funded two major ESP materials development projects, both with British cooperation. The University of Malaya English for Special Purposes Project (UMESPP) (1975-78) produced a series of materials intended principally to improve reading skills. Outside Malaysia, these are now published by Nelson under the title Skills for Learning. The University of Malaya Spoken English Project (UMSEP) (1980-83) has prepared multimedia materials to improve spoken English for professional purposes in these fields: (a) law; (b) the professions, administration, commerce; (c) pre-occupational (for arts students prior to their entry into the job field). (For further details, see Section 4.)

UKM, in addition to service courses for all faculties, runs a one-semester intensive (full-time) course for first-year business administration students. It makes use of film and video and activity sessions in addition to more traditional kinds of teaching. The success of this has led to a decision to convert (by 1984-85) all English programmes to a semi-intensive mode providing twelve hours a week for two semesters. The Language Unit administers its own test to all new students and has the right, on the basis of the results, to stipulate the number of English courses to be taken by each student. He is currently required to pass at least 50% of these, and will soon have to pass all those he is required to take.

The ITM Language Centre has elaborated a syllabus which takes students from the most elementary level of general English up to the fully subject-specific courses offered to meet the needs of its fourteen schools. Sophisticated test instruments have been prepared in support of it. Many of the students here have a particular need for English because they will be sitting professional examinations in that medium in subjects such as business administration, insurance and accountancy. (These include at least six British qualifications.) Many of its schools, unlike the faculties of most other institutions, include a pass or credit in English (in the SPM or MCE) among their entry requirements.

The University of Malaya English Department is the only one offering a BA English of the traditional kind (including a linguistics option but with the emphasis on literature). The entry qualification until recently included a pass in English literature at STP/HSC level, but the shortage of qualified applicants has forced a relaxation of this regulation. Candidates with other qualifications are admitted on the basis of a special test, and the Department is actively considering the need to extend its degree course to four years in order to maintain standards. The demand for the course remains moderate. Figures over the last nine years were:

	1974	1975	1976	1977	1978	1979	1980	1981	1982
1st year	108	81	111	100	157	133	90	98	90
2nd & 3rd years	152	135	128	149	168	200	225	182	135

The course includes, in the first year, a survey of English literature from 1500 to the present, a course directed to the improvement of writing skills and an optional course on the study of literature. These are taken alongside courses from other departments. From the second year English can be studied as a single subject or jointly with one other. Two or three courses in other fields must also be taken, to a total of ten courses each year.

The twenty-eight courses offered in the second and third years place primary emphasis on the writing of English and on literature from Wyatt to the present day. This programme includes courses in American Literature and on New Literatures in English (this relates principally to Filipino and Commonwealth writings). Options include literature (mainly European) in English translation, practical drama and linguistics. Half a dozen of these courses (those dealing with general topics rather than with specific writers) are given in the medium of BM, but most are in English.

In addition, it is possible to work for an MA in English Literature or (more popular) in English Language and Linguistics; up to four graduate students can be accepted annually, and generally take two to five years over their theses. About a dozen students are currently registered for the MA, only four of whom have opted for topics in the field of literature. Many of these are studying only part-time.

At USM in Penang it is possible to take English Language Studies as a major for a BA or for a BA with Education. The emphasis of the USM programme is on the language itself and little attention is given to literature, the purpose of the course being to produce teachers of English. In 1982 twenty students were reading for the BA Honours in English Studies and forty-six for the degree in English with Education.

UKM offers a similar course, BA in English Language Studies. It includes a substantial component of proficiency teaching to upgrade the students' command of the language, academic study (linguistics, phonetics, literature etc) and professional studies in the field of education with particular regard to Teaching English as a Second Language (TESL). In its first year, 1979, seven students entered the course, five of whom survived including one who is taking the Honours year. In 1980, twelve out of twenty-four survived; in 1981, nine out of nine. The 1982 intake (fifty-nine students) includes a majority of English-medium educated people whose needs will be different from the BM-medium students of the earlier intakes. In both USM and UKM there is provision for work at Master's level, but in UKM there are at the moment no candidates for a Master's degree.

UPM started a four-year BEd (TESL) programme in 1982 with an entry of fifty students. It sets high entry requirements (a credit in MCE/SPM English and a further, higher level, qualification such as a pass in Literature at STP/HSC level). There are the expected linguistics and method components, a good deal of literature, and some courses designed to refine the students' own use of the language at an advanced level. In the third year students are required, as one of their credit courses, to tutor small groups of lower level undergraduates under supervision. (This is in addition to teaching practice, which occurs in both the third and fourth years.) There are plans to develop both Master's and Doctorate programmes in related fields.

A BEd (TESL) programme with a heavier emphasis on upgrading language proficiency is to be introduced at UKM in the near future, by the Language Unit and the Centre for Education jointly.

International Islamic University

An interesting development in 1983 will be the establishment of an International Islamic University (IIU) funded from international sources, notably Middle Eastern Islamic countries. It will offer courses in law and economics in 1983 and subsequently business, science, accountancy, engineering, architecture, and medicine in a phased development up to 1994. The teaching languages will be Arabic and English: the latter is expected to predominate in the first two years of the course. The setting up of an English-medium university would be impossible under the Malaysian Universities Act, from which its international status exempts the IIU. There are ambitious plans for setting up a large language centre (with faculty status) and running intensive courses in English. Students (expected to number almost 7,000 by 1997) will be drawn from all over the world, but especially from Asia, and need not be Muslims.

Non-formal and adult education

The Ministry of Education normally makes provision for Further Education Classes (FEC) to cater for students from Forms III-VI who have failed their public examinations. (It is not possible to repeat a year in school.) These classes are held in schools in the evenings and taught by school teachers (who have to get special permission to do so). About 10,000 students in 400 classes normally benefit from the FEC programme. (In 1983 it is in abeyance because of the economic recession.)

Other than this, there is little official provision for continuing education for the public at large, although in the larger towns this is well catered for by the private sector (see Section 7).

The Ministry of Agriculture's Community Development Division, the National Unity Board and the Ministry of Labour do run adult education programmes, but they focus mainly on BM literacy and on vocational and civic skills. There is, however, some provision for English in relation to various kinds of professional training.

The usual medium of instruction in public-sector training is BM, but English is used to varying degrees in the more technical and sophisticated courses, such as systems analysis, management, computer science. The main official provision for English language training is provided by the following organizations:

IPTAR (Institiut Penyiaran Tun Abdul Razak/TAR Institute of Broadcasting)

This is part of the Ministry of Information. It runs several ad hoc courses in English every year for news readers and announcers, eg Announcing in English, Speech Training (English).

Bank Negara Malaysia

The training school of the Central Bank provides courses (from one week to two months) on topics such as report writing, commercial correspondence, presentation of economic information, for its employees,

particularly those in executive positions who need the language for contacts within Malaysia, as well as with international banking and agencies such as the World Bank, IMF and the Asia Development Bank. Most training courses (other than those for junior staff) are conducted in English.

Merchant Navy Training School, Melaka

Classes are run for all ranks in basic communicational skills in English. For officer cadets there are also compulsory courses in report writing, reading comprehension etc.

Prisons

Most education in prisons is vocational or practical but there is a growing demand for classes in both BM and English. These are conducted by the better educated inmates and emphasize conversational English and simple reading skills. The quality of prison libraries varies; most books are beyond the level of the average prisoner.

Armed Forces

The Army, Navy and Air Force all employ qualified graduates to teach English to all ranks. For the officer cadres this has particular importance, because promotion involves attending courses at Staff College where all the lectures are conducted in English (though there are moves to introduce the use of BM). English proficiency is also essential for those sent overseas for courses or as military attachés.

IAM/MPI (Institiut Akbar Malaysia/Malaysian Press Institute

The principal activity of MPI (which is financed by the Ministry of Information and by all leading Malaysian newspapers) is running courses for media people at all levels. About two-thirds of the twenty-five to thirty courses run annually are taught in English and one-third in BM. In addition to those on such topics as interviewing, report writing, correspondence etc, there are courses concerned purely to develop language skills. These are likely to increase as many of the young reporters entering the profession will lack the proficiency in English that in the past could be taken for granted. Courses in English will increase rather than decrease as a result of greater involvement in ASEAN and UNESCO-sponsored activities.

BERNAMA (The Malaysian national news agency) runs similar courses for its own employees.

MAS (Malaysian Airlines System) Training School

English is the main medium of instruction and staff in executive grades are required to take courses in commercial English, report writing, public relations. Trainee stewards and stewardesses have to take oral English or English speech.

INTAN (Institiut Tadbiran Awam/Public Service Institute)

The language courses provided for administrative trainees include English, though the language has until recently been given a fairly low profile. Increasingly, INTAN is being asked to provide in-service English courses for government officers. These may be run full-time or in the evenings, and employ mainly part-time teachers, although the

full-time staff is growing and improved resources are being made available.

Tertiary-level provision (off-campus)

ITM runs an extension programme, mainly preparing students for its professional qualifications. Since the courses exactly reflect the on-campus programme, training in English is included.

In addition, ITM often runs language courses for staff of other government or parastatal organizations (eg PETRONAS, Ministry of Trade) and for students intending to study overseas. The same is true of UM and UKM.

USM's off-campus programme provides for about 1,000 students, mainly non-graduate teachers, to study for a degree. The programme includes English courses similar to those offered on campus.

TAR College runs evening classes in several centres, preparing students for the STP examination. The subjects offered include English language and literature.

Language Training Institute

For some years now the Ministry of Education has been concerned at the growing need for language training for students intended for study in overseas universities. In 1980, and again in 1982, the British Council provided consultancies to assist in planning a Malaysian institute which could offer training in a variety of languages to such students and to government servants who require a command of foreign languages for professional purposes. In 1982 the Planning Committee visited a number of language centres in Britain and Europe. Plans were drawn up for the LTI to open in 1983 in temporary premises, offering initially English (about 90% of its capacity), French, German, Japanese and Korean. However, the recession has for the moment prevented the implementation of these plans. Instead, several hundred students will be given pre-departure English training in a residential school taken over for this purpose. There is a suggestion that further residential schools may be required to provide this programme in future. Whether this is a temporary measure or a permanent one is not yet clear.

Teacher education

Pre-service

Pre-service teacher education is undertaken by the twenty-six teachers' colleges (twenty in the Peninsula, three in Sabah, three in Sarawak) and the five universities.

a. **The teachers' colleges** in West Malaysia had an enrolment of 9,668 in 1981 (compared with 5,524 in 1974). They offer two kinds of courses specially intended for those who wish to teach English; both are limited to those holding a credit in English at the SPM/MCE level, in addition to other basic qualifications.

PPAK(I) - Pendidikan Peringkat Awal Kanak-kanak (Inggeris) (offered in nineteen colleges). This course is for trainees who are to teach in primary schools, especially the lower classes. Although it is a specialized course most primary schools do not in fact employ specialist

teachers of English, and the students accordingly study a wide range of subjects. In 1981, 1,805 trainees were in the first or second year of this course. Between 1976 and 1981, 4,253 teachers completed the course.

PPAR(I) - Pendidikan Peringkat Awal Rendah (Inggeris) (offered in ten colleges). This course is for trainees who are to teach in the lower forms of secondary schools (or in upper primary classes). They specialize in two subjects; English may be combined with history, geography or mathematics. In 1981, 470 trainees were in the first or second year of this course. Between 1976 and 1981, 1,550 completed the course.

For both courses, English is studied six hours a week (about 30% of contact hours) but there is considerable pressure to increase this. Previously most courses were of two years' duration, but since 1981 the standard programme has been extended to three years and a new syllabus has now been implemented.

The new English syllabuses for PPAK(I) and PPAR(I) are identical, except for a few minor points. All other (non-optionist) students are also required to study English and the training college syllabus makes separate provision for them.

The Technical Teachers' College has devised its own syllabus in English for Specific Purposes (ESP) to supplement the general one, and has been given authority to run its own ESP-oriented examinations.

The general English syllabus (which is centrally prepared by a committee of college tutors and other specialists) is in three parts, organized as a series of objectives (generally expressed in terms of skills to be mastered or functions to be performed), with accompanying specification of the course content, suggested teaching strategies, form of evaluation and the amount of time to be spent at each stage.

Part A: This is the syllabus for non-optionists. It is a general proficiency programme occupying two hours a week over the three-year period. It aims to provide mastery of basic comprehension and communication skills. The introduction explicitly recognizes the constraints of (a) time and (b) the wide range of trainees' language mastery; it urges the use of self-instructional materials and the language laboratory, as well as the provision of work at a variety of levels.

Part B: This is a proficiency programme for English optionists, occupying a total of 273 hours over the three-year period. It seeks specifically to combine improvement of the trainee's own English with activities that will be useful to him as a teacher, and is closely linked with Part C.

Part C: This is the methodology (TESOL - Teaching English to Speakers of Other Languages) programme for English optionists, occupying 216 hours for PPAK(I) and 225 for PPAR(I) students over the three years. It is very detailed in its breakdown of the teaching skills and theoretical understanding needed and makes a point of often recommending, as the suggested teaching strategy, practical activities such as group work and peer teaching rather than lectures.

As part of their course, trainees spend two periods on teaching practice: four weeks in the first year and ten in the third year.

b. The universities offer both degrees and postgraduate certificates in education with TESL components. Most of these were described above.

Since 1978-79,, the University of Malaya Faculty of Education has offered a Diploma in Education (TESL) course to those who are graduates and wish to specialize in the teaching of English. Of the twelve academic units, four are directly concerned with TESL methodology, and three are from the field of applied linguistics. In addition, students must take a course in the methodology of another subject (two units) and three units of foundation education courses. A remaining six units are earned from the ten-week teaching practice.

The whole course lasts one academic year (three terms, May to December). Intake has been as follows:

1978	1979	1980	1981	1982
120	122	106	78	85

UM also offers facilities for MEd and PhD programmes. The MEd (part-time or full-time) may be either predominantly by course work or predominantly by dissertation. The coursework options include a number relevant to TESL: sociolinguistics, psycholinguistics, language and meaning, theories of meaning, theory and research in the teaching of reading, the teaching of reading in schools, etc.

Among the external examiners in recent years have been Dr Lim Kiat Boey (RELC), Dr Richard Noss (RELC), Dr W R Lee (IATEFL), Prof W R O'Donnell (Leeds), Dr Alan Davies (Edinburgh). Over the past ten years, of sixteen PhD theses submitted, one was concerned with the teaching of English literature; of the ninety-three MEd dissertations, eleven were wholly and three partially concerned with TESL.

In-Service

A number of bodies offer in-service teacher education:

a. Universities

b. Teacher Education Division, Ministry of Education

c. Key Personnel Scheme, run by the Curriculum Development Centre of the Ministry of Education together with the state Language Officers

d. (Sabah only) TESL supervisors

e. Inspectorate, Ministry of Education

f. The Malaysian English Language Teaching Association (MELTA) and the Malaysian Association for Commonwealth Literature and Language Studies (MACLALS) (see below)

g. The teachers' unions and others

h. The Centre for British Teachers (CFBT) Transfer of Experience project

i. The British Council seminars

j. Courses overseas offered by various bodies.

a. Universities

A number of the courses already described are open to serving teachers. They include:

Universiti Pertanian Malaysia: BEd TESL

Universiti Sains Malaysia: off-campus programme

In addition, there are several courses available only to serving teachers:

i. UM Pusat Bahasa (= Language Centre) Diploma in English as a Second Language

Candidates must be trained teachers (with a minimum academic qualification of MCE/SPM) and sit an entrance test. Selection is in the hands of the Ministry of Education.

The course lasts an academic year (about eight months) and includes two months' teaching practice, as well as (1) a language proficiency programme including a study skills course, a study of English grammar and a remedial English course including individualized language laboratory sessions and tutorials; (2) a methodology course involving lectures, demonstrations, workshops, peer teaching, materials preparation etc. Basic principles of linguistics and phonetics are included, as well as the expected applied linguistics topics. The diploma is awarded on a combination of examination, practical teaching evaluation and continuous assessment.

Admissions usually average about sixty each year.

ii. UM Faculty of Education in association with the Ministry of Education Intensive In-Service TESL Course

This is primarily a conversion course, training as specialist teachers of English people who graduated in other subjects but whose command of English is good. (Usually participants have already been involved in English teaching.)

The course lasts one semester (ten weeks) and one course has been run each year from 1979. Since its inception 143 teachers have taken it. The programme is due to end with the 1983 intake.

The main course component (seventy hours) is TESL principles and methods. In addition, four special courses (twenty hours each) are taken, and thirty hours are devoted to developing the students' own proficiency in English (with emphasis on study skills).

This course does not include teaching practice but does include microteaching; participants are required to produce teaching materials.

b. Ministry of Education Teacher Education Division (Bahagian Pendidikan Guru)

From time to time in the past some of the teachers' colleges have run in-service courses. Now, however, the programme is concentrated in one college, the Maktab Perguruan Bahasa (MPB or LI = Language Institute) in Kuala Lumpur.

This college has always had a major in-service programme. Originally it ran three-month courses. Then from 1980-82 it ran two-month in-service courses a year, each for one hundred students and lasting six months. After the six-month course was started about 600 teachers successfully completed it. It was open to serving teachers in the primary or lower secondary school, selected at state level by the state Language Officers. The six-month course included:

- the methodology of teaching the four skills
- basic linguistics
- testing
- the role of English in Malaysia
- objectives of ELT planning

From January 1983, the programme has been restructured as a one-year course for eighty teachers (forty primary, forty lower secondary), for which serving teachers must apply (rather than being nominated as before); there is a selection process including an interview. By this means, the college hopes to raise the standard of entrants. The twelve-month course is to include all the areas covered previously, plus more detailed work on grammar, sociolinguistics and psycholinguistics.

c. The KP (Kakitangan Penting/Key Personnel) Scheme

This scheme originated in the early seventies from the suggestion of a British Council ACE officer (Aid to Commonwealth English) posted to the Inspectorate, and has become a major feature of the Ministry's in-service training programme.

Teachers (at both primary and secondary levels) whose work is above average are nominated by the State Education Department to become Key Personnel (KPs). They undergo training (usually a three-week course at the CDC headquarters in Kuala Lumpur) and thereafter return to run courses for other teachers in their area. They are on trial for a period of two years, after which they may be confirmed or rejected according to CDC's evaluation of their performance.

Each state has a cadre of core KPs (five for primary, eight for lower secondary, five for upper secondary) trained by CDC, who in turn train other KPs at state level as well as running courses for teachers. They are normally expected to return to CDC for updating courses and workshops, sometimes as many as three in a year, and are required to run courses for their colleagues. They operate as a team in their own areas, under the general supervision of the State Curriculum Officer.

The KP training courses are highly organized and practical in orientation, with a careful evaluation process inbuilt. The KPs are given materials which they in turn will use to train their fellow teachers, and the timetables of the courses they will run are planned for them.

d. TESL Supervisors (Sabah)

In Sabah only, a group of teachers (some of them also KPs) were selected to form a cadre of supervisors who were withdrawn from the schools and allocated to district offices. (There was originally one in each district.)

This scheme began in 1973, with the help of volunteers from the Canadian University Service Overseas (CUSO). It involved a period of intensive training for the supervisors and a set of materials which they could use later on courses run by them. British Council ELOs (English Language Officers) played a considerable part in both updating the supervisors' skills and the course materials.

The supervisors ran courses for primary school teachers and followed these up by visits to participants' schools. However, the scheme has now been discontinued and the supervisors absorbed into other departments, where their expertise is making a valuable contribution.

e. Inspectorate, Ministry of Education

The Inspectorate no longer mounts courses of its own, but its members frequently take part in courses set up by other bodies.

f. MELTA and MACLALS

MACLALS has so far run conferences rather than training sessions. MELTA, however, has a substantial commitment to in-service work and has recently run at least one course a year, usually on a series of Saturday mornings. Teachers (or their schools) pay a registration fee which covers any direct costs to the Association, while tutors usually give their services free.

The response is usually good and the courses are valued for their practical approach, which MELTA takes pride in maintaining. ELOs and KELTs (appointed under the Key English Language Teaching Scheme) are frequent contributors, alongside university and training college staff, as well as teachers.

About forty teachers a year are catered for in this way. Many others attend shorter sessions.

Most of these courses take place in Kuala Lumpur, but there has recently been a move to assemble course teams prepared to give courses elsewhere in return for expenses. It is too early to say how this will develop.

g. The Teachers' Unions and others

Occasional courses are organized by the unions and by other sponsors (eg the Rotary Club). They usually cater for very large numbers of participants (200-300 is typical) and generally take place at the weekend and outside Kuala Lumur.

h. Centre for British Teachers Transfer of Experience Project (CFBT)

The success of the CFBT project (see Section 3) has led to the development of a further project aimed at extending the CFBT experience to Malaysian teachers. In project schools, staff meetings are held approximately once a fortnight to study background papers and discuss the CFBT materials and techniques of using them.

The Ministry is keen to make further use of this experience and is considering extending the scheme to cater for non-project schools.

i. British Council seminars

In 1982 the British Council launched a series of one-day ELT seminars/ workshops led by expert practitioners. These are open to all teachers

and cater for thirty to forty at a time; a fee is charged. The topics covered have included the use of video and computers.

j. Courses overseas for serving teachers

i. Full length courses

Each year a number of teachers are sent overseas for further training in TESL. These include:

RELC (the SEAMEO Regional Language Centre, Singapore): A dozen or more RELC scholarships are offered annually for Malaysians to do Diploma or MA courses (in TESL or Applied Linguistics), while Malaysia also sends three or four candidates at her own expense. A further four or five are sent on RELC's short (three month) courses on specialized subject areas (eg translation, reading).

Australia: Between twenty and fifty students a year, mostly serving teachers, are sent to study TESL under Australian government sponsorship.

New Zealand: Twenty-five went in 1981 and 1982 under Malaysian government schemes; in addition twenty have been studying under Colombo Plan awards.

United States: About fifty teachers have been sent to study for a Master's degree in English, linguistics or TESL.

Canada: No figures available.

Britain: One or two Hornby scholars (if we are lucky) and possibly one or two funded by the British Council Fees Support scheme.

Small and unpredictable numbers for MA programmes from Teacher Education Division, ITM and universities. Usually these amount to a total of about half a dozen people in any one year. In addition, a few university staff choose to spend their sabbatical years (every fifth year) in Britain but, because of the high fees for foreign students, this is no longer very popular.

ii. Short courses

Malaysians, principally from tertiary level institutions and Ministry departments, go overseas for short courses (ie up to three months) including the RELC courses mentioned above. Most are paid for by their institutions, some by eg RELC or the British Council; a few pay for themselves.

Two or three teachers a year go for British Council and other UK short courses related to TESL.

Note: During the past few years, high fees and a shift in Malaysian government policy have produced a move away from Britain as a source of training. In 1983, however, the allocation by the British Government of £5 million for UK training over the next three years has produced welcome and significant changes.

This programme includes provision for sixty teachers and teacher trainers to undertake, in 1983, three-month in-service courses in Britain, and for forty SPM-holders to embark on a five-year period of study leading to a degree that will qualify them to teach English.

Professional Associations

There are two associations with an interest in the teaching of English:

a. **The Malaysian English Language Teaching Association (MELTA)**

Founded in 1958 as the Selangor English Language Teaching Association (SELTA), the name was changed to ELTA in 1979 in an attempt to widen its membership and finally became MELTA in 1983. Its journal, The English Teacher, contains articles on the principles and (mainly) practice of ELT at all levels, appears three times a year and now circulates to around 1,500 readers throughout Malaysia. Membership (about 120 in 1982) ranges from university lecturers to primary school teachers.

Most of MELTA's activities take place in Kuala Lumpur, where it holds meetings, and occasional courses and seminars (usually one or two a year).

From 1958, the British Council ELO was traditionally ex officio secretary of the association. In 1981, it was considered advisable for this close identification with the Council to be discontinued, largely because of the political climate. The association now has an elected secretary. At the time of writing the ELO is a committee member and the British Council is still active in its support.

b. **The Malaysian Association for Commonwealth Literature and Language Studies (MACLALS)**

Founded in 1980, this is an affiliate of the Association for Commonwealth Literature and Language Studies (ACLALS). Its membership (about 100 in 1982) is predominantly at university level, and its headquarters is the University of Malaya English Department.

It publishes the journal South East Asia Review of English which appears twice a year and in 1982 had a circulation of about 500 copies. The articles it publishes are in the fields of literary criticism, creative writing and linguistics.

Since its inception, MACLALS has run two national seminars on teaching in schools (one on language, one on literature), supported a drama production, run play readings for schools and sponsored occasional lectures, etc. Although not explicitly concerned with the teaching of English this is, in fact, its main concern.

MACLALS and MELTA have cooperation on several ventures.

3. TEACHERS OF ENGLISH

Currently, English teachers are produced in the following numbers:

Primary/lower secondary: about 1,600 a year.
(Total Teachers' College leavers each year: about 6,800 plus about 80 LI Intensive In-Service Course.)

Upper secondary (graduates): about 200 a year.
(Includes: UM Dip TESL, UM Dip ESL, UM Intensive In-Service Course, UPM BEd TESL, UKM BA English Studies, USM BA English Language Studies.)

In addition, some graduates move straight into teaching without professional training; and many graduates in other subjects also teach some English.

Figures are not available, but it is believed that there are many vacancies in primary schools for teachers able to teach English. (In Sabah, about 200 schools have no teachers able to handle the subject.)

In secondary schools, the supply of English teachers is inadequate. Vacancies at present are variously calculated at between 250 and 800 (out of a total requirement of about 5,700), and the official attrition rate is 2%. By 1987, the supply of non-graduate teachers (Forms I-III) is expected to be sufficient, but the lack of graduates will have grown worse. At present, a number of teachers are supplied under the CFBT scheme as a stop gap measure.

At the tertiary level, the shortage of English teachers is severe. All tertiary level institutions rely heavily on part time teachers, often drawn from the ranks of the retired. (Retirement age is 55.) It has not been possible to get figures in most cases, but UKM, for instance, has about forty full-time staff and sixty part-timers; in ITM, part-timers outnumber full-timers even more heavily. Rapid expansion of programmes exacerbates the problem.

The CFBT Scheme

In 1979 the Centre for British Teachers (CFBT in Malaysia, CBT in Britain) contracted to supply 200 teachers to the Ministry of Education. They were to arrive in three batches at yearly intervals, and would each serve for three years, giving the project a five-year life. It is due to end in 1984.

These teachers were intended to serve as stopgaps, given the acute shortage, mainly in semi-rural schools with an identified weakness in English. They were supposed to teach only Form I in the first year, Form II in the second and so on, moving up with their pupils until the SRP examination at the end of Form III. (In practice it has not always been possible to keep to these intentions.) Most of the teachers are British; there are also six Australians, a New Zealander and eight Irish citizens.

CFBT has developed, in addition to welfare and administrative machinery, a professional organization headed by a Ministry official (KELT officer J Y K Kerr) assisted by CFBT personnel at headquarters and regional centres.

The most striking feature of the project has been the search for appropriate methodology and the preparation of accompanying materials. A very large amount of material is now available, including:

Resourcebooks for Forms I, II
Picture cue cards (100)
Picture composition cards
Pictures for teaching tenses and prepositions and for rapid revision
Reading cards for Forms I, II
Modified syllabus for Forms I, II, III, with guidance notes on how to teach it
SRP Practice Book (for Forms II and III)
Simpler Still work cards for slow learners.

These have mostly been prepared by project teachers in teams and by the KELT officer, who also provided coordination and guidance.

Much of the project's stength stems from the fact that its teachers have been given permission to abandon the official syllabus if it is unsuitable for the actual level of the students. This has been found necessary by every teacher in the scheme. Some were able to complete as few as eight syllabus units in a year (there are 54 in the three-year syllabus); some, teaching classes of learners who are slow in every subject, have not even achieved this.

In 1981, a team of leading educationists was assembled to evaluate the project. Its report was generally favourable but did not note any markedly superior performance among CFBT-taught classes. There were many procedural difficulties, making effective evaluation difficult.

The evaluation team were, however, unanimous in recommending that the materials produced should be widely disseminated. Negotiations to this effect have been concluded and the copyright within Malaysia now belongs to the Ministry of Education. Each CFBT school has received three full sets of the materials; the Teachers' Colleges have also each received a set. In Sabah, the materials were reproduced locally and sent to all secondary schools after a five-day orientation workshop for teachers. Efforts to ensure effective dissemination to other teachers in the project schools will take place throughout 1983, and the KELT officer hopes to secure wider dissemination with help from the Teachers' Colleges in due course.

This programme received greater impetus because of the results of the SRP (Form III) examination taken in 1982, for the first time, by students who had had three years teaching from CFBT teachers. The increase in the pass rate has been impressive: most schools achieved results from twenty to fifty per cent better than the State average. Ministry officials and others are now keen to take advantage of the experience which produced these results, and negotiations are in progress to extend the scheme in some form or other.

An interesting development has been the setting up of an MA programme for selected CFBT teachers, run on a modified sandwich model by the University of Birmingham which provides a tutor resident in Malaysia to offer peripatetic tutorials and supervise theses. In addition, other staff from Birmingham and elsewhere combine to run intensive seminars during vacations. So far no Malaysian teacher has joined the course, though the possibility exists.

Expatriate teachers

Apart from the CFBT teachers there are very few expatriates teaching English, even at tertiary level, and virtually none in the schools except for a small number married to Malaysians and an even smaller number who have remained in the former mission schools.

In Sarawak, there were in 1982 twelve VSO, three CUSO and four Australian volunteer teachers of English. Five more VSOs were recruited for 1983 and after that the programme is likely to be phased out. (West Malaysia is now judged not to need volunteers in view of its increasing economic strength.) There have been many Peace Corps Volunteers but the programme has now ended in Malaysia.

At tertiary level, very few expatriate members of staff could be identified; of these two were British and two American. In 1983, a further British lecturer has been teaching in UPM under the KELT scheme.

4. MATERIALS SUPPORT

In schools

While shortages and breakdowns do occur, the primary and secondary schools are on the whole well supplied with textbooks. There is a loan scheme in Malay-medium primary schools, where pupils are eligible to borrow their textbooks irrespective of parents' income. However, many - estimated at 30% - prefer to buy their own copies. In Chinese- and Tamil-medium primary schools, and all secondary schools, the loan scheme operates only for those in need: eg if the parental income is less than $200 a month all books are free, if below $500 all but two books are supplied, and so on. IN 1979, this scheme was costing the government around $60 million a year.

The supply of other materials is less predictable and depends very much on the interests of the headmaster. Pupils have to supply their own exercise books and writing materials and are occasionally asked to buy additional books. Sometimes the PTA (Parent-Teacher Association) may help needy pupils; in other cases the school itself may do so. The supply of supplementary teaching materials is very variable; class sets (eg of readers) are uncommon (particularly in primary schools), and generally there is not much of a teacher's reference collection. While in some schools it is easy to have extra materials duplicated, in others this is next to impossible.

Many schools possess cassette or tape recorders (and many teachers have their own) but software is lacking. All have radio and television sets (though these tend to be under-utilized and are not always operational - or even accessible). Few have OHPs or other projection equipment. All schools in Sarawak now have video recorders.

School libraries similarly vary tremendously, depending largely on the interest of the headmaster.

A report in 1974 found that over 80% of primary schools had unsatisfactory libraries or none at all, and 15% of secondary schools had no central library. These defects are steadily being corrected, but it will take time for satisfactory provision to become general. In 1979, primary schools got $1.20 per pupil for library funds (minimum $200 per school); secondary schools got $2.20 per head (minimum $300). These figures are likely to be increased once the recession passes.

Purchasing can be difficult; official suppliers are ofen slow, there are few good bookshops in rural areas and book selection is a major problem. The School Library Unit in the Ministry of Education prepares subject-based lists to help establish and improve collections, and runs courses for teacher-librarians. Each state has its own school library officer who carries out these functions at state level, assisted by Key Personnel in the schools.

Many new library books are likely to be in Bahasa Malaysia, but books in English are still needed in many subjects. Large numbers remain on the shelves from earlier days, frequently outdated in content or too sophisticated linguistically for today's Malay-medium students. Strenuous efforts are being made to increase the supply of Bahasa Malaysia publications, with considerable success, although the range and number of titles requires continued expansion. This emphasis has inevitably meant that fewer English books are bought, and that many libraries have not invested in the simplified readers that the students' level of English demands. Most library teachers do not have the expertise to assess the linguistic levels of English books in relation to the levels of their students. Hence even recent purchases tend to be inappropriate.

There should be improvements over the next few years, as the recommendations of the Cabinet Committee report on education (1979) are implemented. The new primary curriculum (the KBSR) should also ensure that there are many more books in the primary schools, including readers in English.

In Teachers' Colleges

College libraries tend to be better than many school libraries, but are equally liable to be cluttered with unread and no longer relevant books. There are still a great many books in English on the shelves, though recent purchases are likely to be in Bahasa Malaysia. Book selection depends principally on staff initiative, but the library science lecturer runs the operation in each college and there are some very effective libraries, occasionally forming resource centres with AV materials etc as well as books.

English language teaching journals are subscribed to by some colleges, but the absence of local agents is a discouragement.

In universities and other tertiary level institutions

The university libraries are well staffed and stocked, the vast proportion of their book stock and periodicals being in English. (UM: 700,000; USM: 1981 280,000; UKM: 1981 350,000; UPM: 1981 360,000; UTM: 1981 120,000; ITM: 160,000; TARC: 57,000; U O Polytechnic: 17,000.

In public libraries

Public library services are provided by the state governments. They are good in the larger centres but vary greatly from state to state in the extent and quality of their provision. Some include mobile services and branch libraries.

Since the publication of books in Bahasa Malaysia is not yet sufficient to cope with the demand, there are still large numbers of English books in the public libraries. Only 7% of the National Library's 182,000 titles are in BM.

In Bookshops

Books in English (especially paperbacks) make up the greatest proportion of the bookstock in many shops, though smaller shops, and those in smaller towns, tend to cater for non-English readers. In all the larger centres a wide variety of English books is available, though the price (officially controlled) is about 50% higher than in the country of origin. At the December 1982 Malaysian Book Fair, about 75% of the books displayed were in English; of these about 50% were British publications.

Most adult reading material is still limited to English, though increasing numbers of textbooks, magazines and children's books are appearing in Bahasa Malaysia and there is a flourishing Chinese paperback trade (mainly imported from Taiwan or Hong Kong). Tamil books are also readily available in larger towns, some imported but many produced locally; they range from school texts to classical Indian literature.

Variety of materials

In **primary schools**, under the old curriculum, only one set of English textbooks was approved and very little ancillary material was used. In Sabah a package of materials, the Sabah English Language Modules (SELM), has been issued to about 200 rural schools: they include visuals and audio-cassettes and are intended for use by teachers who do not know English. The New Zealand Readers (81 titles), originally prepared for Maori children, have been supplied to every primary school in Malaysia but are in many cases neglected.

Under the new '3Rs' syllabus (the KBSR) a wider variety of material is to be used, with packages of flashcards, etc, rather than textbooks in the early stages, and a range of reading books. At the time of writing only the first year (Standard One) material is available.

In **secondary schools**, apart from the set textbooks, a variety of teacher-prepared exercises may be used, but little use is made of other published materials until Forms IV and V although teacher-made material is sometimes found. Some exceptions to this must be noted.

a. The English Language Reading Programme (ELRP)

This programme is run by the Ministry of Education Schools Division and involves the supply of boxes of supplementary readers grouped according to level. All the books in the scheme are from British publishers. It was prepared originally for the Special Residential Schools (catering for highly selected Malay students) and has been extended to day schools. About 200 schools are now involved and eventually it is to be used in all. Setting for English is a compulsory element in this programme, so that students share boxes of roughly the right level.

The schools participating in the English Language Reading Programme pay about $1,400 to equip a 6-7 form entry. This is an ongoing commitment (usually starting with Form I) though the amount is less when only replacement copies have to be bought. Schools may, in addition to the book boxes for individual reading, adopt class readers which are supplied together with teaching notes; each is to be completed in four weeks, the bulk of the reading being done at home.

The University of Edinburgh has recently taken an interest in the development of the ELRP, and a member of its staff (supported in part by the British Council and by publishers) has visited Malaysia to study its implementation.

b. The CFBT Project

The supply of materials was considerably affected by the arrival, in 1979, of British teachers posted to semi-rural secondary schools with a tradition of weak English. (See above) These teachers have produced an enormous amount of supplementary material which is now beginning to be used by colleagues in the 200 project schools, has been issued to secondary schools in Sabah, and should eventually become available to teachers in other schools.

c. A further interesting project has been the production of listening comprehension materials by staff of the Special Residential Schools. The initial project (1979-80) produced a large amount of material (tapes, worksheets, teaching notes), for use principally in Form I. In 1981 a subsequent project was carried out jointly with staff of the MARA Junior

Science Colleges (these too are highly selective boarding schools for Malay pupils) and produced materials intended for Form II. Both sets of material are still being piloted. They include both stories and skills-development tasks.

d. The MARA junior science colleges are all equipped with language laboratories and the intention is that, in addition to the listening materials, other materials will be developed for these. Some schools in Sabah, and a few others in the Peninsula, have been similarly equipped. All are finding it hard to identify suitable published materials.

At the **upper secondary** level most English teachers are graduates and a number have had TESL training. They are aware of the existence of published materials and may possess personal copies or arrange for the school to purchase. There tends therefore to be more variety at this level. The great majority of supplementary texts are published in Britain or Malaysia. In Sarawak some teachers have, in addition, access to a large amount of interesting material prepared by teachers under the guidance of the first KELT Officer Sarawak (G W Abbott).

Teachers' colleges also use a wider range of books. There are no set texts at that level but a useful list is included in the syllabus: of 183 titles suggested, all but thirty are of British origin, strongly reflecting the training of most of the lecturers responsible for the selection. The colleges also have a set of methodology units, prepared by KELT Officer Alan Moore, designed to promote group work and microteaching. Each is on a different topic and includes group tasks and a text.

In 1982 a team of college lecturers, in a series of workshops, developed a set of listening materials to be published as Access 1 and Access 2, consisting of cassettes, transcripts, tasks and teacher's notes. These are being published for issue to all colleges in 1983, for use either in the classroom or in the new language laboratories with which the colleges are being equipped. (Gill Sturtridge made valuable contributions to this project.)

In the **universities**, there is a tendency to favour specially prepared materials for ELT over imported text books, though these too are used. (Again, many of them are British.) The materials prepared vary widely, from collections of passages (usually taken from textbooks in a relevant field) with comprehension questions, through exercises for practising control of structure or pronunciation, to the elaborate packages prepared by the two project teams at the University of Malaya (UMESPP, UMSEP: see below) in which the British Council has been involved. Over the last few years, Brian Heaton (University of Leeds) has worked on materials with the UTM team, John Swales (University of Aston) with the UKM staff, and a British Council team with ITM. Heavily-loaded staff find the additional burden of materials preparation taxing, and there is a considerable danger of duplication of effort among the six major tertiary institutions.

UMESPP and UMSEP (The University of Malaya English for Special Purposes Project and The University of Malaya Spoken English Project

UMESPP was set up in 1975 to prepare materials for developing the reading skills of undergraduates who require English for study purposes. A British Council officer (Malcolm Cooper) was seconded to the project on ACE terms and worked with a team of Malaysian lecturers to design and produce materials. Professor John Sinclair was the project's academic adviser, and other British university staff visited the project from time to time to participate in workshops and seminars.

The substantial body of materials was published in Malaysia by the University of Malaya Press and has now been published (in slightly modified form) by Nelson for world wide distribution under the title Skills for Learning.

UMSEP began in 1980 and the main part of the project ended in 1983. This project was financed entirely by the University of Malaya. Four British staff worked on it (two recruited, two seconded from the British Council) alongside Malaysian colleagues.

The objective was to prepare materials to develop the oral fluency of students with a particular need for this. Law and the professional/administrative/business field account for two of the three courses developed, which are aimed at students at an advanced stage of professional study or graduates already employed in the field. The third course is intended for undergraduates who are going out to jobs in the professional/business field.

All the courses make use of audio and a varying amount of video, as well as written materials for interactive practice. The courses will be published initially by the University of Malaya Press and will probably be published later in international editions.

A feature of the project has been the regular consultancies provided by British academics, which have been important in shaping the thinking of the project teams.

Audio cassettes are widely used in institutions where the staff have had some exposure to TESL methodology - ie the better secondary schools, the teachers' colleges and the tertiary level institutions. At the primary level, cassettes of songs are used under the new curriculum, and cassettes are an integral part of the Sabah English Language Modules (providing the oral teaching component). At the secondary level the CFBT teachers have prepared tapes of songs and dramatised stories, while mention has already been made of the listening materials available at the special residential schools and the MARA junior science colleges, and those prepared by a teachers' college team.

Tapes (mainly commercially produced) are also widely used at the tertiary level. Language laboratories can be found in all tertiary institutions (UKM plans to have twenty-two in its projected Language Centre), several teachers' colleges, the MARA junior science colleges, and a number of other schools, even including a few primary schools in Sabah (where training courses in materials preparation have been run with British Council support).

Films are used as enrichment material in many institutions (loans from Council collections totalled 2,209 in 1982-83, mostly to educational establishments). Good use is made of ELT training films (especially the five British Council films and the Teaching Observed series) and some institutions have bought copies. However, films are not often used to teach the language. Part of the reason for this lies in the restrictions on usage of the BBC films in the Council's collections, the high cost of purchase and the dearth of culturally suitable material.

Video as a medium is only just beginning to be used in classrooms here, though it is a facility widely favoured in middle class homes. There is little doubt that it will soon become important as a teaching aid at the upper levels, though more culturally suitable material will be needed. A few BBC programmes are already in use.

Radio programmes (locally produced by the Educational Media Service (EMS) are available to all schools but under-utilized; cassettes of the programmes are used by a number of schools, as well as cassettes of some BBC English by

Radio materials. Television programmes (also produced locally) are available to all schools, but again seem to be under-utilized. In both cases the linguistic level plays a large part in discouraging schools from using the material, since it is geared to a syllabus which only the more favoured schools manage to adhere to successfully. The BBC's Follow Me series is being shown in the evenings (ie out of school hours) and has been well received. Its accompanying radio programmes (re-recorded locally with minor changes) are also being broadcast. In each case, one episode is broadcast twice a week.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH LANGUAGE TEACHING

Ministry of Education (Kementerian Pelajaran)

The Federal Ministry of Education controls most public sector education throughout Malaysia. For historical reasons Sabah and Sarawak have retained more autonomy than elsewhere, but gradually all functions there too are being brought under central Federal control, although the great distance between East and West Malaysia, and the many differences between them, make such assimilation far from straightforward.

The administrative structure of the Ministry is set out in Diagram A. It is a strongly centralized system by tradition, though efforts are now being made to decentralize by providing a network of District Education offices which are more accessible to schools, and by strengthening the professional staff at state level. Whether these new moves will promote more autonomy at local levels remains to be seen. The universities are by tradition relatively autonomous; the Higher Education Department is largely administrative, but universities are nevertheless funded, and to some extent controlled, centrally.

Policy and major professional decisions are made by a number of committees within the Ministry of Education.

The Education Planning Committee (EPC) is the highest of them. This body deals with all significant matters involving policy, finance or logistics.

Chairman:	The Minister of Education
Members:	The two Deputy Ministers
	The Chief Secretary to the Ministry and his two Deputies
	The Director General of the Ministry and his two Deputies
	The Director of the Education Planning and Research Division (EPRD)
Secretariat:	EPRD
Meetings:	Six times a year at about two-monthly intervals

Seven major subcommittees report to EPC. These are:

i. Evaluation: deals with inspection of schools, examinations, etc.

ii. Supportive services: deals with enrichment of education, guidance and counselling, libraries, special education, health education, discipline.

iii. System of education: deals with logistic matters such as duration of schooling, streaming, school grants, pupil/teacher ratios, class size, hostels, resource centres, role of the State Department of Education.

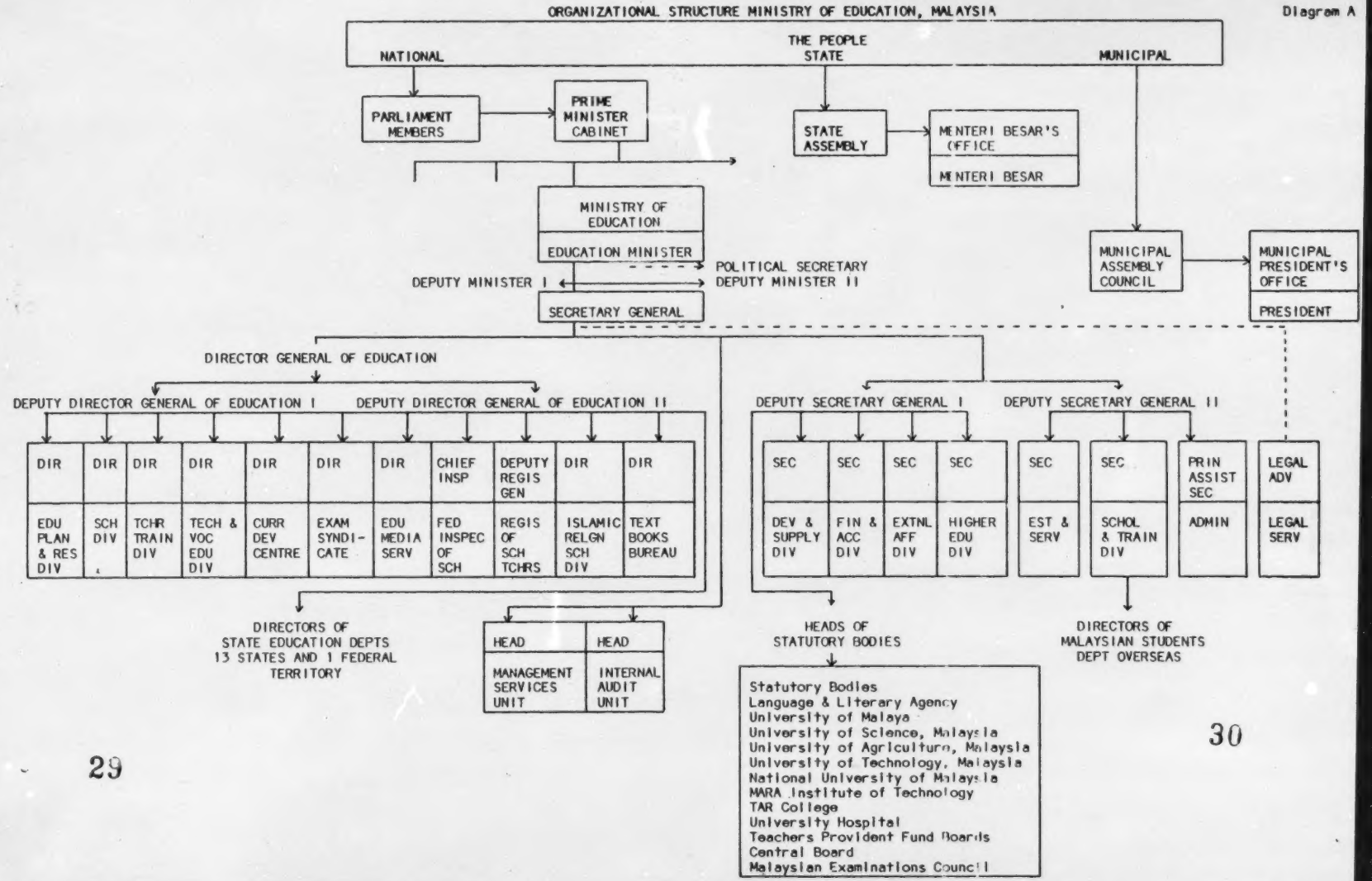
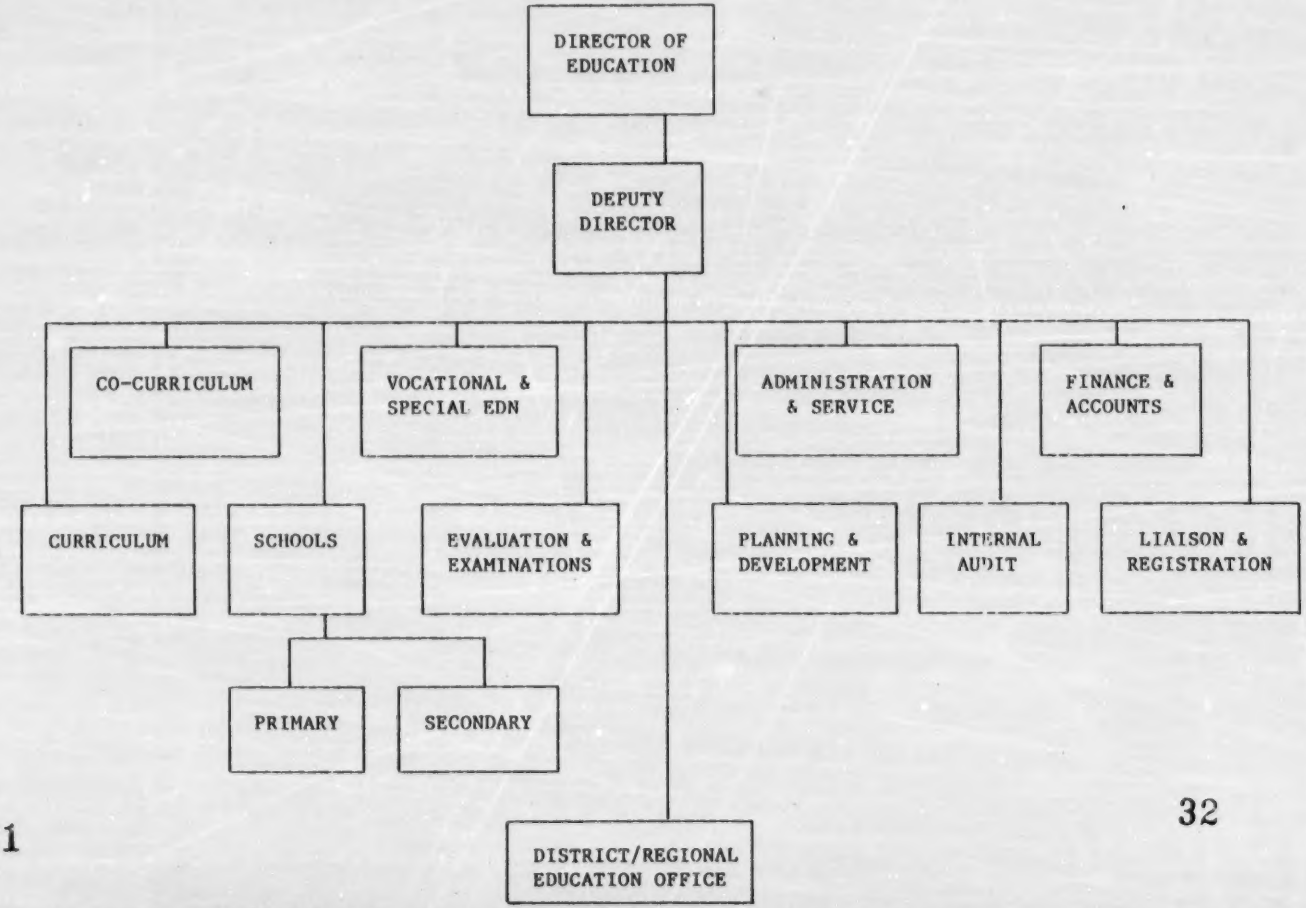

ORGANIZATIONAL STRUCTURE MINISTRY OF EDUCATION, MALAYSIA
Diagram A
THE PEOPLE
NATIONAL
STATE
MUNICIPAL
PARLIAMENT MEMBERS
PRIME MINISTER CABINET
STATE ASSEMBLY
MENTERI BESAR'S OFFICE
MENTERI BESAR
MINISTRY OF EDUCATION
EDUCATION MINISTER
POLITICAL SECRETARY
DEPUTY MINISTER I
DEPUTY MINISTER II
SECRETARY GENERAL
MUNICIPAL ASSEMBLY COUNCIL
MUNICIPAL PRESIDENT'S OFFICE
PRESIDENT
DIRECTOR GENERAL OF EDUCATION
DEPUTY DIRECTOR GENERAL OF EDUCATION I
DEPUTY DIRECTOR GENERAL OF EDUCATION II
DEPUTY SECRETARY GENERAL I
DEPUTY SECRETARY GENERAL II
DIR
EDU PLAN & RES DIV
SCH DIV
TCHR TRAIN DIV
TECH & VOC EDU DIV
CURR DEV CENTRE
EXAM SYNDI-CATE
EDU MEDIA SERV
CHIEF INSP
FED INSPEC OF SCH
DEPUTY REGIS GEN
REGIS OF SCH TCHRS
ISLAMIC RELGN SCH DIV
TEXT BOOKS BUREAU
SEC
DEV & SUPPLY DIV
FIN & ACC DIV
EXTNL AFF DIV
HIGHER EDU DIV
EST & SERV
SCHOL & TRAIN DIV
PRIN ASSIST SEC
ADMIN
LEGAL ADV
LEGAL SERV
DIRECTORS OF STATE EDUCATION DEPTS 13 STATES AND 1 FEDERAL TERRITORY
HEAD
MANAGEMENT SERVICES UNIT
INTERNAL AUDIT UNIT
HEADS OF STATUTORY BODIES
Statutory Bodies
Language & Literary Agency
University of Malaya
University of Science, Malaysia
University of Agriculture, Malaysia
University of Technology, Malaysia
National University of Malaysia
MARA Institute of Technology
TAR College
University Hospital
Teachers Provident Fund Boards
Central Board
Malaysian Examinations Council
DIRECTORS OF MALAYSIAN STUDENTS DEPT OVERSEAS

Diagram B

ORGANIZATION AND STRUCTURE

STATE EDUCATION DEPARTMENT



iv. Teacher Education: deals with the teachers' colleges, in-service training and the role of the Ministry of Education Staff Training Institute (MESTI).

v. Vocational Education: deals with electives, polytechnics, training of teachers for upper secondary forms (ie graduate teacher education).

vi. Infrastructure: deals with basic school facilities, extra facilities, school extensions, design, hardware.

vii. Curriculum: deals with all curriculum issues from pre-school to teacher education.

The Central Curriculum Committee (CCC)

This is the highest body dealing with professional curriculum matters in schools and teachers' colleges. Professional considerations are dealt with at this level and a proposal, once agreed, is put to EPC if there are financial or policy implications.

Chairman:	Director General of the Ministry
Members:	Directors of Ministry of Education Divisions Two State Directors of Education (Selangor, Federal Territory) Director, Examinations Council Dean, Faculty of Education, University of Malaya Representative of one other University Faculty of Education in rotation.
Secretariat:	Curriculum Development Centre (CDC)
Meetings:	Approximately once a month.

A further committee, likely to be relevant to language teaching at the highest level, is the **Higher Education Committee (HEC)**. This deals with all matters relating specifically to university courses etc, referring upwards to EPC as necessary.

Chairman:	Chief Secretary to the Ministry
Members:	As required. They usually include: Director, EPRD Director, Technical and Vocational Education Director, Teacher Education Director, Scholarships and Training Director, Finance Director, Development
Secretariat:	Higher Education Division
Meetings:	As required.

The most significant body professionally below university level is the **Language Advisory Committee (LAC)**. This deals with all issues involving language teaching in schools and teachers' colleges. Specialist advice and discussion take place at this level. After professional assessment proposals are submitted to CCC, and finally to EPC if necessary.

Chairman:	Deputy Director General II, Ministry of Education
Members:	As required. They usually include representatives of language sections/units of the following Divisions: Schools CDC Teacher Education Inspectorate Education Media Service Examinations Syndicate
Secretariat:	CDC
Meetings:	As required.

Within the central structure of the Ministry, a number of divisions have a particular influence on or interest in the teaching of English. They are:

Schools Division (Bahagian Sekolah-Sekolah)

A specialist Language Unit is located within Schools Division, whose job is to provide professional guidance and support for language education. All languages are covered, though in practice most of the unit's activities are concerned with the teaching of BM and English.

Originally, the Language Unit was responsible for carrying out all research and project development; these functions (together with many staff) were in 1973 transferred to the newly-created Curriculum Development Centre, and some overlap in function can now be detected. Primarily, however, the Language Unit is the executive arm.

In the field of ELT, one of the Unit's major responsibilities has been to develop English programmes in the special residential schools established to provide quality education for selected bumiputra students from rural areas. The Unit had for several years the services of an ODA-funded Adviser, whose job was to coordinate the work of the nineteen specialist English teachers working in these schools under the aid-funded Anglo-Malaysian Educational Cooperation (AMEC) scheme.

Under this scheme the residential schools developed a strong departmental structure for English, obtained good resources and established high standards. In this they were helped by the English Language Reading Programme (see above), now administered by the Language Unit.

The Language Unit has also been responsible for initiating the listening materials project described above and for the professional oversight and administration of the CFBT project; a KELT officer is located within the Unit for this purpose.

At state level, the Unit's directives are carried out by the language officers working to the Assistant Director of Education (Curriculum), commonly known as the state Curriculum Officer. (Under the old organization each state had its own state Language Officer (Pegawai Bahasa Negeri); these posts have been phased out, although the title is still occasionally used.)

Teacher Education Division (Bahagian Pendidikan Guru)

Activities relating to ELT in the teachers' colleges are carried out under the aegis of the Curriculum Unit of the Teacher Education Division. In 1979 the Unit consisted of just four officers whose function was solely administrative - organizing seminars and dealing with day-to-day matters. There was no one officer dealing with any particular subject area.

The arrival in that year of a KELT officer, responsible for providing professional support to the English lecturers in the twenty-six colleges, was followed in 1980 by an expansion in the number of staff in the Unit. These new officers were allotted various subject areas.

The Unit was responsible for formulating the curriculum for the new college course (extended from two years to three), making use of teams of specialists drawn from the colleges. It is responsible for the dissemination of professional materials and the coordination of professional activities. Recently, for example, officers from the Unit have travelled to all colleges to brief lecturers on the contents of the new primary curriculum. It also runs workshops, including recently several for the preparation of materials

for the new syllabus. Three such workshops, involving fifteen English lecturers, produced the listening materials referred to in the previous section.

The Unit also issued the methodology units produced by the KELT Officer and an ELT Newsletter for the staff of the teachers' colleges. The KELT and his counterpart carried out a number of professional liaison activities, served on various panels, ran workshops and so on. How far these activities will continue now the KELT Officer has left is not clear, since the Unit's function is seen as largely administrative rather than professionally initiatory.

Curriculum Development Centre (Pusat Perkembangan Kurikulum)

In 1973 the CDC was established to undertake research, syllabus design and materials projects in all curriculum areas in primary and secondary schools. Until 1980 the CDC's organization was chiefly by subject; there was a Language Unit which dealt with the teaching of all languages at both primary and secondary levels.

However, in that year the KBSR (3Rs) campaign (see above) necessitated a restructuring. CDC now has primary and secondary divisions, each with its own language team. The primary team for English consists of three members, as does the team for secondary English.

CDC operates chiefly by assembling teams of teachers and others who help to prepare materials, syllabuses and so on. The pilot versions are then tried out and evaluated in schools, comment also being sought from a wide range of senior educators.

Its programmes are disseminated by means of seminars and workshops run by its own officers and by the Key Personnel (KPs). In the case of the KBSR, there is a 'snowball' system: state-nominated KPs attend training courses at CDC; they return to run courses for other KPs (mainly at district level); and finally the KPs together train the classroom teachers.

Examinations Syndicate (Lembaga Peperiksaan) and also the statutory body, the **Examinations Council (Majlis Peperiksaan)**

Two bodies are responsible for school level public examinations. They are completely independent of one another.

The Examinations Syndicate (Lembaga Peperiksaan) prepares and administers the Standard 5 Assessment Test, the SRP (Form III examination) and the SPM (Form V examination). It trains teachers in the writing of items, appoints chief examiners for each subject at each level, assembles and prints papers, regulations etc, and arranges distribution to secure points (often police stations) in time for the examination day.

Three officers are responsible for the English examinations. Questions are formulated by teams of teachers working at the Syndicate for a week or so. Their questions are banked for use in later years. Panels of teachers are assembled for moderation when the examinations are to be marked. They return to their districts to brief other teachers who undertake the marking, always of papers from candidates in other states, identified not by name but by reference number.

The examinations are based on the syllabuses prepared by CDC, but the Syndicate has the power to interpret the syllabuses and to decide the most appropriate means of examining them. In 1981, for example, it produced a guidance note on a new format for the SPM English examination which, while not

changing the syllabus, considerably changed the emphasis by introducing a number of question types requiring candidates to identify language functions. Moreover, despite the emphasis on communicative competence in the SPM syllabus, it is officially recognized that examiners penalize linguistic errors almost as rigorously as under a structural syllabus.

The Examinations Council (Majlis Peperiksaan) was established in 1980 under the Chairmanship of the Vice Chancellor of the University of Malaya. It has an entirely separate administrative structure, although for the moment it is located in the same building as the Syndicate. Its responsibilities are similar, but its examiners are, naturally, drawn largely from universities.

For the moment there is no English language examination at the STP (Sixth Form examination) level, and the English literature paper is still set and marked by UCLES.

Note: Teachers' College Examinations

These are not the responsibility of either of the above bodies. They are set by a team of lecturers and administered by Teacher Education Division (BPG) itself. The scheme of examination is produced by the team of lecturers for approval by BPG's central examinations committee (consisting of college principals and officers of BPG, chaired by the Deputy Director).

Educational Media Service (Bahagian Perkhidmatan Sebaran Pendidikan)

The EMS is responsible for preparing programmes and advising on all branches of media and in all subjects. Its three main professional sections are:

Television (launched 1972)
Radio
Audio visual aids

At state level, EMS is represented by the State Media Officer (Pegawai Sebaran Am) who is not himself (unless by chance) a language specialist, but who normally works closely with the state English Language Officer when necessary. Sabah and Sarawak still retain their own production facilities, unlike other states.

EMS has its own cadre of subject specialist advisers to whom all proposed scripts must be submitted. It also retains the services of teachers and others as members of specialist advisory panels, whose function is to recommend the kind of programmes needed and to evaluate those produced.

Scripts of agreed programmes are generally prepared by teachers, vetted by the subject specialist and produced by producers who specialise in the specific subject area. There are six ELT/radio producers and one specialist ELT/TV producer.

ELT radio programmes exist for every level from Primary Standard One up to Secondary Form V. For each level there are thirty-nine programmes a year, which are revised and replaced every three years.

ELT television programmes: these are available for Primary Standards 4, 5 and 6 only. Those at present in use reflect the structural nature of the syllabus. There are plans to produce new programmes in line with the KBSR.

The Audio-Visual Unit produces visual and other aids for use in schools, including many charts and pictures for teaching BM under the KBSR, and some charts for English under the same programme.

The annual survey (which has been conducted since 1975), based on data from headteachers, produces the following utilization figures:

Primary	TV	65%
	Radio	60%
Secondary	TV	48%
	Radio	35%

In 1979-81 the TV section undertook a project to investigate the improvement in utilization likely to result from widespread distribution of programmes on video cassettes; the results have been encouraging.

Radio programmes are also available on cassettes to schools which request them.

Requests from schools for programmes (both audio and video) to be dubbed on tape for their use are markedly increasing, and this may well become the preferred method of dissemination.

Federal Inspectorate of Schools (Jemaah Nazir Sekolah-Sekolah Semenanjung Malaysia)

Inspection of schools is carried out by a Federal Inspectorate established on a model similar to HM Inspectorate in Britain.

Within the federal headquarters there is an Assistant Chief Inspector with special responsibility for English, known as the Head of the English Panel. Within each state there is an Inspector of English who carries special responsibility for the subject at state level. As a member of a federal service he operates independently of the state Director of Education, but works closely with him and will undertake inspections at his request.

Inspectors are expected to operate in all subject areas when inspecting primary schools, though maintaining their own special interests. At secondary level they work as subject specialists. Although their duties include checking that regulations are being properly carried out, the principal role of the Inspectorate is seen as advisory and increasing weight is given to this role.

Staffing is (by UK standards) generous; it is customary for every school to be visited at least once a year, and for between three and five full scale inspections to be carried out annually in each state.

Textbook Bureau (Biro Buku Teks)

This division is responsible for evaluating textbooks with the help of subject specialists and preparing lists of approved texts.

It is also responsible for issuing to publishers the specifications of books required for the implementation of new syllabuses, for evaluating those which are submitted and for selecting those which are to be officially approved.

It also ensures that adequate supplies of books are available to schools at the beginning of each year, and operates the Textbook Loan Scheme described above.

Each of the thirteen states has its office of education, headed by a Director under whom are professional and administrative officers as outlined in diagram B. In 1982 the education administration was decentralized and fifty-seven district education offices (each headed by a DEO) were established, while the state office was strengthened by the establishment of the senior professional posts shown in the diagram.

The state Curriculum Officer is responsible for the teaching of English as well as other school subjects. Below him are officers responsible for the teaching of various languages, including English. There is generally one post for BM, one for English and one for the Pupil's Own Language (POL) teaching (Tamil, Chinese, etc). In Sabah and Sarawak there are also KELT Advisers. At the district level, only Sabah has had posts for professionals (the TESL supervisors) but these have now virtually disappeared.

The federal Inspectorate also has representatives in each state including an Inspector of English; they are independent of the state Director of Education but normally work closely with him and his officers.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

Malaysia inherited a patchy system of education at her independence in 1957. Its strongest elements were the English-medium schools (which traditionally prepared students to enter universities or to become government servants, many of which had missionary origins, and the Chinese schools (originally founded by the Chinese communities and using the medium of Mandarin, though teaching English and Bahasa Malaysia as subjects). The Malay-medium schools still suffered from the earlier assumption that English would continue to be used as the major language of government and trade; their pupils were not expected to advance far up the socioeconomic ladder. Least privileged of all were the Tamil-medium schools, which had poor resources and fitted their pupils only for continued life on the estates. All these types of school, however, were in varying degrees state aided.

It was only in 1956 that the Razak report recommended the adoption of BM (recognized as the National Language of the future) as the medium of instruction, a policy that for various reasons was not to be completely implemented until 1983 (by which time most university courses were being given in BM), and which still permits Chinese and Tamil to be the teaching languages in some primary schools. The more vigorous promotion of Malay as a medium, however, did not begin until 1969-70. From 1969 the Higher School Certificate (HSC) exams could be taken in BM. Until that date the number of students in the English stream of primary schools had actually increased (from 12% of the total to 23.5% between 1956 and 1969).

In 1957 the HSC and all tertiary education were open only to English-medium students, and only 2,840 students were in Malay streams compared with 59,510 in English streams. Sixth form education in Malay was not available until 1965, and numbers grew very slowly until the civil disturbances of 1969 made implementation of the national language policy a matter of urgency.

Since 1956 there has been no secondary education through the medium of Tamil, and only a few Chinese-medium secondary schools survive. However, enrolment in Chinese-medium primary schools is said to be growing, to the extent that in 1978 it was claimed that 88% of Chinese children in urban areas attend them.

The 1961 Education Act made primary education free and universal (but not compulsory) and enshrined the policy of automatic promotion up to Form III level, which still prevails, guaranteeing nine years' schooling to every child. The aims of education included the preservation of the cultures of Malaysia's various ethnic groups, but laid particular stress on the need for unity and the creation of a national identity (partly through the promotion of the national language).

In 1974, a Cabinet Committee was set up to re-examine the implementation of the system, producing its report in 1979. Its brief was to study both the objectives and effectiveness of the system, especially in relation to manpower needs and nation building. The report was hard hitting in its identification of weaknesses and far-reaching in its recommendations, which included the establishment of the KBSR and the extension of the teachers' college course to three years. Many of these, however, are costly (extending the system to eleven rather than nine years of free education, improving teacher/pupil ratios, vastly increasing the provision of technical/vocational education). The current world recession has made it impossible for Malaysia to implement all the proposals but it can be expected that, once the recession passes, their implementation will be accorded priority.

The report reaffirmed the position of English as an important second language and recognized some of the difficulties faced by English teachers. It made no major recommendations in this regard, though the establishment of state English resource centres will certainly be a welcome step when implemented, as will the posting of TESL-trained teachers to rural schools. Its recommendations for greatly improved school library services will also be of help to the English programme.

In addition to the committees described earlier, and to ad hoc bodies such as the Cabinet Committee, the major role in educational planning belongs to the Educational Planning and Research Division (EPRD) of the Ministry. This division is responsible for all general planning, research, evaluation and coordination relating to the education policy and its implementation. It is also the body which collects and processes statistical data relating to education.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

In the urban centres there are many tutorial colleges serving the needs of students who fail to get places in Form IV, or of those who require training as secretaries, accountants, computer programmers, technicians etc. Many of these prepare students for external examinations conducted by recognized professional bodies - mostly British. These include the Association of Certified Accountants, Communication Advertising and Marketing, Institute of Cost and Management Accountants, Institute of Chartered Secretaries and Administrators, Chartered Insurance Institute, Institute of Export, Institute of Actuaries, London Chamber of Commerce Book-keeping, Typewriting, Secretarial etc. In nearly all such examinations, a pass or credit in English is a compulsory requirement for the award of the qualification. Hence most of these institutions teach the language under such titles as commercial English, English for business executives, etc, although true ESP is uncommon. Few if any of them are affiliated to British establishments, though Pitman is considering an association with a new private technical/vocational college now being planned. Some, such as Stamford College, are members of large local organizations (the Stamford group originated in Singapore).

Taylor's College and Ganella College (both in Kuala Lumpur) prepare students for Australian HSC examinations and hence entry to Australian universities. No institutions prepare students expressly for entry to American or British universities, though Ganella College plans to diversify in this way and Taylor's College has (1983) established courses for Canadian university entrance (taught by Canadian staff). Several private schools teach for British A level examinations.

Few language schools existed four years ago but as the position of English has declined, and the requirement of competence in Bahasa Malaysia has been enforced, schools have been established to provide both languages. In a few cases, other foreign languages (especially Mandarin and Japanese) are also offered. First in the field in Kuala Lumpur was the Centre for Modern Languages (run by a former Bahasa Malaysia instructor for the Peace Corps). In 1980, the Centre of Language Communication opened (run by a former lecturer at Institiut Teknologi MARA) followed, in 1981, by English Language Communication Centre (the most up-market so far; its Director of Studies is a British national, formerly a lecturer at the Universiti Kebangsaan Malaysia). There are a number of smaller institutions, and also a number of business training consultants whose courses include effective communication, report writing and so on, all in the medium of English.

Parastatal organizations and Ministries are beginning to find that their more recent staff cannot cope with the amount of English required. Some of them (Petronas, Ministry of Foreign Affairs, MAS (airline)) are either developing or already have their own provision for language teaching. Others turn for tuition to ITM, INTAN or the universities. INTAN (the administrative staff training institute) until quite recently did not acknowledge that English courses formed part of its programme. Now its full time English staff is growing and it is increasingly being required to run part-time and full-time courses for government officers. All the teaching in this field involves ESP, though the degree of specificity varies a great deal. None of these institutions so far has been able to write its own materials: courses are generally put together from a variety of sources.

There is a flourishing tuition industry in all subjects, including English, for school children. Tutors are often school teachers working in their spare time within or outside the permitted limits (four hours a week). Tuition may be given at the child's home or at a tuition centre; these range from the barely adequate to the extremely well equipped.

Such tuition may include English literature for the few who continue to take the subject. Literature tuition is also available at the English Language Communication Centre.

There is a small number of so-called International Schools: English-medium schools for foreigners. All schools for Malaysians must use Bahasa Malaysia as the medium of instruction, though some private schools offer, in addition to the statutory syllabus, an English-medium programme.

Voluntary Bodies

A number of charitable organizations and youth clubs provide free English classes for needy pupils preparing for public examinations. The teachers are unpaid and the students may be school pupils or dropouts retaking the examinations privately.

Among these organizations are: youth wings of political parties, university language societies, church groups, women's organizations and philanthropic

foundations. Some have concentrated on rural pupils but most are urban-centred.

The Sarawak Association for Adult Education organizes similar classes both for students and for working adults.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

There are very few officially sponsored British staff here. They comprise:

a. Four KELT officers (June 1983)

Mr J Y K Kerr
English Language Adviser
Schools Division, Ministry of Education
Kuala Lumpur (Post ends late 1984)

Mr A C Moore
Lecturer in TESL, Faculty of Education
Universiti Pertanian Malaysia
(Post ends June 1985)
(Until March 1983 Mr Moore was
English Language Adviser
Teacher Education Division, Ministry of Education
Kuala Lumpur)

Mr A Brigham
English Language Adviser
Office of the Education Department
Sarawak (Post ends September 1984, unless extended)

Mr F Chambers
(as above but Sabah) (Post ends July 1984; may be extended)

Two other KELT posts are currently being negotiated: that of Professional Adviser to the Principal of the Ministry of Education's Language Training Institute and that of Professor of TESL, Universiti Pertanian Malaysia. The latter post, like Alan Moore's, is funded jointly by UPM and ODA. Several other tertiary level institutions have shown an interest in such cost-shared posts, which would offer a full Malaysian salary and allowances topped up from KELT funds.

b. Staff working on the University of Malaya Spoken English Project (UMSEP). During the three years of the project, these were:

Head: J D Moore (British Council officer)

Educational Technology Coordinator: J Keleher (British Council officer)

Coordinator, Legal English: R Mead

Coordinator, Professional, Administrative and Commercial English:
D R Hall.

Of these, only J D Moore remains; the others departed when the project was completed at the end of April 1983.

The other substantial input is the British teachers supplied to disadvantaged secondary schools by the Centre for British Teachers (CFBT) under contract to the Ministry of Education. At its peak, 194 teachers were working under this project. They came in three waves: November 1979, 1980, 1981, with each post continuing for three years. Hence the first-wave teachers left Malaysia in 1982 and the project ends in November 1984. (For a full description see Section 3).

There are few other British teachers (apart from some who are married to Malaysians and a handful of mission teachers who remain) in the schools, except for the international schools. Even at university level British staff are rare, and tend to be employed on a short-term contract. There have been several attempts to get British Council help with recruitment of staff to tertiary institutions, but for a variety of reasons all have foundered (except for the cost-shared KELT posts previously described).

At the time of writing there is no British Council centre for the teaching of English in Malaysia. However, approval has been given for such a centre by the Ministry of Education and the Ministry for Foreign Affairs, and it is planned that it should open in Kuala Lumpur early in 1984.

Three of the KELT officers act as consultants to their Ministry colleagues on matters of English language teaching. The specific form of their activities varies, but involves such things as running in-service courses, assisting with syllabus discussions, assessing materials, and so on. Inspection is not involved. J Y K Kerr's post is specifically charged with the professional supervision of the CFBT project so his time for more general advisory duties is limited. His duties include visiting and advising CFBT teachers, but have been mainly concerned with the design and coordination of materials production projects. In the last two years of the post, it is expected that he will devote most of his attention to the dissemination of the materials and methods among Malaysian teachers.

The UMSEP team has the task of devising and preparing, with their Malaysian colleagues, materials for the teaching of spoken English to students and graduates of the University of Malaya in the fields of law, the professions, administration and commerce.

British teaching materials are widely used for supplementary purposes, mainly because many people in the profession had their training in Britain. The ELRP includes a high proportion of British titles. BBC films and videos are popular; though not yet widely purchased, some are already believed to have been pirated. The circulation of British ELT periodicals is restricted by the absence of an agent, but current negotiations may ease this problem.

MACLALS held a seminar on the teaching of English literature on 21 August 1982; this, the first to be held on the topic in recent years, dealt chiefly with the problems faced by those who wish to stem the decline in literature teaching in the schools. Themes which emerged were:

a. English literature should no longer be equated with British literature.

b. "Literature with a small l" (ie supplementary reading) should be given more weight, in most circumstances, than the traditional classics of 'Literature with a capital L'.

c. More specific provision should be made for the teaching of English in the sixth form.

Note: Conference papers are available at the British Council Resource Centre in London.

While there is general awareness of the methods of discourse analysis, the approach to the teaching of literature tends to be rather more traditional and is essentially eclectic.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

There is virtually no American ELT activity in Malaysia itself (except for the distribution of 1,200 copies of FORUM and, of course, for frequent sessions of the TOEFL test). A recent visit (October 1982) by a TESOL specialist, Thomas Kral, from the USIA in Washington was intended to recommend what role USIS might play in the teaching of English in Malaysia.

Mr Kral recommended that MACEE (Malaysian-American Commission for Educational Exchange - a semi-official but independent association with a Malaysian governing board) should consider starting classes to teach English to the increasing numbers of Malaysians going to the USA to study. A proposal to this effect has been put to the Ministry of Education and, if agreed, USIS support would be recommended.

Mr Kral also suggested that USIS might support an annual seminar for Malaysian teachers of English, and a programme of short term advisory visits from TESOL specialists. He saw no scope for the provision of full-time specialist posts.

The Peace Corps is no longer involved in teaching English, but there are a few individual American teachers in schools and other institutions.

Increasing numbers of Malaysians are going to study in the USA. In 1982, of 5,085 new students (up from 1,132 in 1979), 4,352 entered universities, thirty secondary schools, fifty-five technical/vocational schools, and 190 junior/community colleges. These included thirty-nine undergraduates and fifteen graduates studying TESL. There is a significant increase in the numbers taking intensive English courses: 458 (up from nine in 1979), in addition to 886 who were taking an English course prior to a degree programme.

The use of US undergraduate courses for TESL is a recent development, although a number of people have gone to the USA for graduate studies in this field. A group of fifty school leavers (SPM holders) were sent to do undergraduate and then Master's courses, and about thirty others have gone for the same programme under ITM's Young Lecturers' Training Scheme. Most of these are Malays: the programme is an attempt to correct the present racial imbalance among teachers of English.

So far there has been little scope for cooperation between British and American inputs because of the restricted nature of American involvement in ELT here. If Mr Kral's recommendations are pursued, there should be more scope in future. There will also be a positive requirement for cooperation if, as expected, the Language Training Institute employs both British and American staff.

10. OTHER AGENCY SUPPORT

Australia

There is a considerable tradition of Malaysians going to study in Australia, at both school and university level. Their numbers have increased recently because of current British fees policy and Malaysian government preferences, although recent Australian moves to raise qualifications for Malaysian applicants are likely to reduce the numbers entering universities. A programme of in-service TESL training for Malaysians in Australia has existed since the early seventies. Between twenty and fifty teachers each year undertake this training, which is funded by the Australian aid programme. Both Diploma (Sydney) and Certificate (Perth) courses are offered.

The aid programme for Malaysia is declining, but in November 1982 a team from Australia came to investigate the existing provision for English language teaching in Malaysia at every level, with a view to planning a more co-ordinated programme of aid. As a result of this, Australia has expressed a willingness to supply support staff for the LTI (including such key areas as, for example, curriculum development) and to complement this by offering an MA TESL programme in Australia.

There is so far no official suggestion that Australia should set up its own direct teaching operation in Malaysia, aimed at students intending to study in Australia, although it might attract students since the Australian Short Selection Test (the English test for overseas students) may be taken only once at an overseas centre. It might also attract students intending to study in New Zealand universities, as entry into New Zealand schools is no longer possible.

New Zealand

Twenty to twenty-five TESL students annually are, at present, going to study in New Zealand, where suitable courses are available at the Victoria University of Wellington. These have attracted a small but steady flow of Malaysians for a number of years. Most of those currently studying there are funded by the New Zealand government under the Colombo Plan. In addition, the Malaysian government has, since 1981, sponsored twenty-five students a year for pre-university studies leading to university entrance to do degrees in English; these students are expected to become English teachers. The emphasis of New Zealand aid is being switched from South East Asia (to the Pacific), but these programmes will probably continue.

Canada

The bilateral programme of aid to Malaysia from Canada has finished. The emphasis now is on institutional cooperation (eg university links) funded from a global aid budget, but so far none of these relates to ELT. Canadian volunteers have, in the past, contributed to ELT in Malaysia. (It was two of them who helped to start the TESL Supervisors Scheme in Sabah.) The Canadian University Service Overseas (CUSO) scheme is confined to East Malaysia, where three CUSO volunteers are teaching English in Sarawak. Other Canadian influence is indirect, for example the recent introduction at a private college of courses leading to Ontario Grade 13 Certificate, for which eleven Canadian teachers have been recruited. The growing popularity of Canadian universities may lead to the establishment of similar courses elsewhere.

Regional support

The SEAMEO (South East Asian Ministers of Education Organization) Regional Language Centre (RELC) in Singapore constitutes a pool of professional expertise available to the region and well-used. RELC staff travel (though not on a regular basis) to give seminars, etc, in Malaysian institutions, and much of the research done by both staff and students is of direct relevance to Malaysian needs. Many Malaysian teachers have benefited from RELC courses: they tend to outnumber all other nationalities apart from Singaporeans.

11. COMMERCIAL OPPORTUNITIES

Although there is a great need of published materials, the market is not an easy one to enter. At school level, textbooks must be on the official list. There seems a better chance for graded readers (now that library funds are to be increased and the ELRP extended), but sales are relatively small. The books required for the KBSR were awarded on the basis of tenders requiring a great deal of effort from the publisher and author. Very few indeed went to UK-associated publishers. Cultural problems have led the Malaysian authorities to prefer books which are not overtly European in background.

Sales of British hardware are unlikely to make much progress as long as the Japanese can produce effective equipment at a much lower price. However, really good equipment is recognized (eg the decision to get Tandberg language laboratories for teachers' colleges).

There is a growing interest in hardware (especially language laboratories and video). Given the right equipment and price there are sales to be made in the private sector, for tertiary education and in other public sector ventures (eg training programmes of Ministries). At present there is little scope at school level but the Ministry has plans to develop resource centres in schools; these will no doubt go ahead when the recession eases.

EFL examinations have not, until recently, been needed in Malaysia because of the status of English as a strong second language. UCLES still retains some philosophical doubts about whether it is appropriate to introduce its EFL examinations here, but there is little question that such examinations will sooner or later become inevitable. The Examinations Syndicate has approved the establishment of the British Council as a centre for UCLES EFL examinations; this will be developed along with the DTEO.

Since even the UCLES FCE (First Certificate in English) is pitched at a relatively high level, there is likely to be scope for other examinations offering a more gently graded progression. Pitman business examinations are already well known, as are Trinity College examinations in music and speech/drama: these organizations are obviously likely to introduce their EFL examinations with success.

The major problems will be the initial absence of official recognition for these qualifications (ie by the Ministry of Education) and the reluctance of employers to offer incentives geared to such examinations. It will take time for these problems to be solved, since cumulative experience of the quality of successful candidates will be the major factor. Meanwhile, the UCLES Syllabus 121 serves a similar purpose and is well known to parents and employers.

The British Council English Language Testing Service (ELTS) has been in use since 1980 when requested by British institutions. There is now some evidence

that demand for it can be increased by marketing, since many students are unable to take the 'Syllbus 121'.

Information and advice are often welcomed by individuals but not always by institutions. There is at the moment particular reluctance to acknowledge publicly any such services from British sources, though there are signs that this problem is easing.

There is also understandable reluctance to pay the market rates for such services, whether in the shape of consultancy fees or salaries.

It must be borne in mind that the ELT field in Malaysia contains a considerable number of highly professional people who are well able to assess the quality of the services offered. Shortage of trained local manpower may mean that outside consultants are employed, but only top quality services will be accepted by this discriminating market.

There is little doubt that the decline in the general level of English will eventually make it profitable to establish language schools. The question is when. Those which have been set up recently, particularly those which have tried to provide professionally sound programmes, have not found the going easy. The British Council itself, which has for some time been considering the establishment of a direct teaching operation, has found a good deal of negative evidence which suggests that the real market pressure is still some way in the future.

Given the strong inclination for private tuition, this is a little surprising. Some observers feel that local preference is for tuition in a range of subjects, not merely in language; or, at a higher level, for language as part of a professional course, not as an end in itself. It is also the practice here for most large institutions to set up their own language training programmes, or to approach government institutions (ITM, the universities) for help, which if provided is extremely cheap.

Similar factors apply to the recruitment of English teachers. A number of institutions (mainly at tertiary level) have shown interest, but they are unable to offer competitive salaries (when judged by prevailing UK standards) and are not prepared to pay a recruitment fee. Only if it is part of a big project (eg UMSEP, the CFBT scheme) which can be negotiated as a package does recruitment seem an economically viable possibility.

Because of the distance, and hence the expense, Malaysian interest in English language courses in Britain is negligible. There have been occasional candidates for teacher training short courses (and of course for British Council courses, although most candidates expect the Council to subsidize them).

As the scene changes, it may be expected that wealthy parents will begin to think of sending their children to Britain for vacation courses to improve their English, but the market is not likely to be large, given the expense. Some marketing and publicity might bring rewards however. The long tradition of sending children to school in Britain is now beyond the pocket of most, but whether holiday language courses can provide an acceptable substitute remains to be seen.

12. CREATIVE WRITING

There is a continuing flow of creative writing in English, but the volume has never been great. Probably because of the relatively small population, no writers of major stature in English have emerged, though there are many competent ones.

The principal thrust in creative writing is in Bahasa Malaysia, and only Malay writers have a professional association, GAPENA (Gabungan Penulis-Penulis Nasional), which is active in holding seminars and workshops (often including participants from outside Malaysia) and which offers awards.

No similar organization exists for writers in English. MACLALS does its best to promote creative writing in English (see Section 2), but it is not its principal function. No literary awards exist specifically for writing in English, though there are a number for writing in BM, and a Thai-sponsored SEA Write Award annually for ASEAN writers.

There are no societies devoted to the admiration of British writers.

There is a good deal of local publishing, both in local languages and in English, though not much of it would be considered literary. The quality of local printing and design is high.

Major local publishers include the official organization Dewan Bahasa dan Pustaka (the Language and Literature Planning Agency), which is particularly charged with responsibility for the development of the national language and for publications in it, but which also publishes in some of the other local languages (it has, for instance, taken over the publications of the former Borneo Literature Bureau) and in English. Other major local firms are Federal Publications, Berita Publishing Co, the various university presses and so on. The Malayan Nature Society publishes new books and reprints in English of both a scholarly and a popular nature. Many local publishers in fact have their main office in Singapore and can thus no longer be considereed Malaysian.

Oxford University Press, Longman, Heinemann and Macmillan maintain publishing operations here and produce many works for a purely local market. Other British houses (Nelson, Cambridge etc) have active agents but are involved in marketing rather than publishing.

13. CURRENT RESEARCH

University libraries are well stocked and likely to be adequate for most purposes. Inter-library loans can be arranged without difficulty. The superb specialized TESL/Linguistics library at RELC is included in this arrangement.

The newer universities, with their minimal interest in English literature, do not have particularly good collections in that field, but the University of Malaya library is excellent (though not very receptive to use by outsiders). The National Library system is still in its infancy and does not cater for the needs of researchers.

UM, USM, UKM all offer Master's courses in English, though only at UM could the topic be a literary one. Elsewhere the study would be on the language itself or on its teaching (MA or MEd). UPM will also in due course offer an MEd (TESL).

It is possible, at UM, to read for a doctorate in the same field.

RELC offers facilities for MA studies and some Malaysians have already been awarded their Master's degrees from there. RELC dissertations have included some useful studies of direct relevance to the teaching of English in Malaysia.

Other than UMSEP (see Section 4), there are no major research projects at present, but work on English is included in the projects run by the Curriculum Development Centre (predominantly at primary school level) and by Project Inspire at USM (design of instructional modules for rural primary children).

Work on syllabus design and on test and materials development is undertaken to some extent by every university and (on a large scale and with particular attention to testing) by the Institiut Teknologi Mara (ITM), which in 1979 produced a major report on the needs for English in Malaysia.

The Schools Division of the Ministry of Education has organized the production of pilot materials for Listening Comprehension Training at secondary level (partly in collaboration with MARA) and has embarked on an evaluation and updating of its English Language Reading Programme. The CFBT project, which comes under the same Division, has done its own enquiring and assessing of needs and produced a great deal of material as a result.

The staff of the English Department at UM are engaged in orthodox literary studies (eg Hawthorne, Shakespeare, Jonson's satire, nineteenth century religious novels) and also take particular interest in the new literatures of India, Africa and elsewhere. Others are engaged in linguistic research (eg descriptions of local varieties of English, a study of codeswitching).

In the UM Education Faculty interests include reading and the approaches for teaching English to young children, as well as the development of a methodology for the teaching of the mother tongue.

Few formal or informal links exist. Those known to us include:

> UKM - University of Aston, Birmingham. (As a result of a visit by John Swales in 1979.)
>
> The University of Malaya has strong connections, short of a link, with the University of Birmingham. (Produced by the association of Professor J McH Sinclair with UMESPP and later UMSEP, and visits by other staff in these connections; and more recently by the presence of British staff (Malcolm Coulthard, Michael McCarthy) as tutors to the CFBT MA project).

14. BIBLIOGRAPHY AND SOURCES OF FURTHER INFORMATION

Details for this section are not available.

15. GENERAL STATEMENT

Details for this section are not available.

ABBREVIATIONS

ACE	Aid to Commonwealth English
ACLALS	Association for Commonwealth Literature and Language Studies
AMEC	Anglo-Malaysian Educational Cooperation
ASEAN	Association of South East Asian Nations
AV	Audio Visual
BC	British Council
BERNAMA	The Malaysian national news agency
BM	Bahasa Malaysia
BPG	Bahagian Pendidikan Guru
CBT	Centre for British Teachers
CCC	Central Curriculum Committee
CDC	Curriculum Development Centre
CFBT	Centre for British Teachers
CUSO	Canadian University Service Overseas
DBP	Dewan Bahasa dan Pustaka
DTEO	Direct Teaching of English Operation
EFL	English as a Foreign Language
ELLD	English Language and Literature Division
ELO	English Language Officer
ELRP	English Language Reading Programme
ELT	English Language Teaching
ELTS	English Language Testing Service
ESL	English as a Second Language
EMS	Educational Media Service
EPC	Educational Planning Committee
EPRD	Educational Planning and Research Division
ESP	English for Special Purposes
FCE	First Certificate in English
FEC	Further Education Classes
GAPENA	Gabungan Penulis-Penulis Nasional
GCE	General Certificate of Education
HEC	Higher Education Committee
HSC	Higher School Certificate
IAM	Institiut Akbar Malaysia
IATEFL	International Association of Teachers of English as a Foreign Language
IIU	International Islamic University
IMF	International Monetary Fund
INTAN	Institiut Tadbiran Awam
IPTAR	Institiut Penyiaran Tun Abdul Razak
ITM	Institiut Teknologi MARA

KELT	Key to English Language Teaching
KP	Key Personnel or Kakitangan Penting
LAC	Language Advisory Committee
LI	Language Institute
LTI	Language Training Institute
MACEE	Malaysian-American Commission for Educational Exchange
MACLALS	Malaysian Association for Commonwealth Literature and Language Studies
MARA	Majlis Amanah Rakyat
MAS	Malaysian Airlines System
MCE	Malaysian Certificate of Education
MELTA	Malaysian English Language Teaching Association
MESTI	Ministry of Education Staff Training Institute
MPB	Maktab Perguruan Bahasa
MPI	Malaysian Press Institute
ODA	Overseas Development Administration
OHP	Overhead Projector
PETRONAS	Petroliam Nasional Bhd
POL	Pupils' Own Language
PPAK(I)	Pendidikan Peringkat Awal Kanak-Kanak (Inggeris)
PPAR(I)	Pendidikan Peringkat Awal Rendah (Inggeris)
PTA	Parents-Teachers Association
RELC	Regional Language Centre
SEAMEO	South East Asian Ministers of Education Organization
SELM	Sabah English Language Modules
SPM	Sijil Pelajaran Malaysia
SPVM	Sijil Pelajaran Vokesyenal Malaysia
SRP	Sijil Rendah Pelajaran
STP	Sijil Tinggi Persekolahan
TARC	Tunku Abdul Rahman College
TC	Teachers' College
TESL	Teaching of English as a Second Language
TESOL	Teachers of English to Speakers of Other Languages
UCLES	University of Cambridge Local Examinations Syndicate
UKM	Universiti Kebangsaan Malaysia
UM	University of Malaya
UMESPP	University of Malaya English for Special Purposes Project
UMSEP	University of Malaya Spoken English Project
UPM	Universiti Pertanian Malaysia
USM	Universiti Sains Malaysia
UTM	Universiti Teknologi Malaysia
VSO	Voluntary Service Overseas